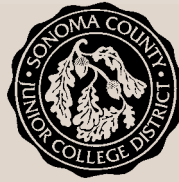




SANTA ROSA
JUNIOR COLLEGE



Accreditation Reaffirmation 2009

A COMPREHENSIVE
SELF STUDY REPORT







*Institutional Self Study
in Support of
Reaffirmation of Accreditation*

*Submitted by
Sonoma County Junior College District
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, California 95401*

to

*Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges*

January 2009



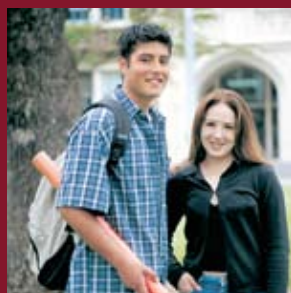
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Institutional Information





Institutional Information



Certification of the Institutional Self Study Report

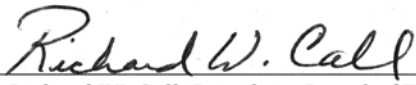
DATE December 9, 2008

TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

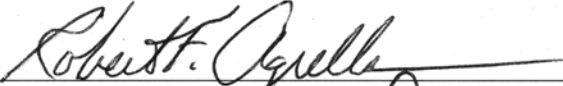
FROM: Santa Rosa Junior College
1501 Mendocino Avenue, Santa Rosa, California 95401

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

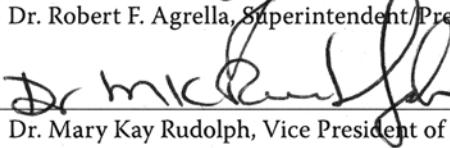
We certify that there was broad participation by the college community, and we believe the self study report accurately reflects the nature and substance of this institution.



Richard W. Call, President, Board of Trustees, Sonoma County Junior College District



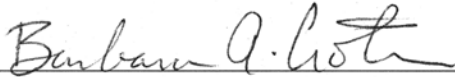
Dr. Robert F. Agrella, Superintendent/President, Sonoma County Junior College District



Dr. Mary Kay Rudolph, Vice President of Academic Affairs and Accreditation Liaison Officer



Gary Allen, Accreditation Self Study Chair



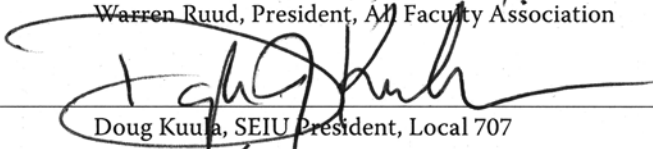
Barbara Croteau, President, Academic Senate



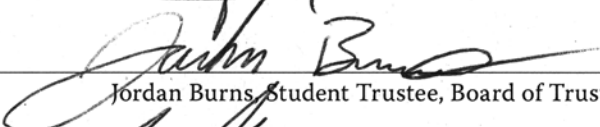
Anna Felciano, President, Classified Senate



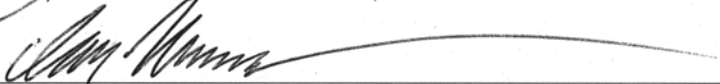
Warren Ruud, President, All Faculty Association



Doug Kuula, SEIU President, Local 707



Jordan Burns, Student Trustee, Board of Trustees



Ian Maurer, President, Associated Students

Organization of the Self Study

Preparations for the accreditation self study process began in fall 2006 with the selection of the Accreditation Self Study Chair. Faculty were invited to apply for this position (40% reassigned time for spring 2007, 60% reassigned time for academic year 2007-08, 30% for fall 2008, and 10% for spring 2009). In collaboration with the Academic Senate President Kimberlee Messina and the previous Accreditation Self Study Chair Karin Guzman, Dr. Mary Kay Rudolph, Vice President of Academic Affairs and Accreditation Liaison Officer, appointed Gary Allen, ESL Instructor, to be the Self Study Chair.

Spring 2007 was dedicated to developing the Accreditation Steering Committee (ASC) and recruiting members to the Standards Committees. In early February 2007, the ASC was formed, selected by position and composed of representatives from the student body, classified staff, faculty, administration, and Board of Trustees. During the spring, the Self Study Chair made a variety of collegewide appeals for volunteers to serve on the standards committees. These included announcements in the *Insider* (SRJC's weekly internal newsletter) and on the college e-mail system, and visits to the Academic Senate, Petaluma Faculty Forum, Student Services Council, Classified Senate, Service Employees International Union (SEIU), and other college constituents. By early April 2007, approximately 100 individuals had volunteered to participate on the standards committees.

Two meetings were held during spring 2007, one on February 23 with the newly formed Steering Committee to discuss an action plan and timeline, and a second on April 27 to orient volunteers to the Standards Committees and to give them a chance to meet with the Administrative Liaisons to each committee. Additionally, a team of eight accreditation participants attended an Accrediting Commission for Community and Junior Colleges (ACCJC) training workshop at the College of Marin on February 20, 2007.

On August 17, 2007, during the general assembly at the Professional Development Activities Day, a panel discussion was held regarding accreditation issues. Later that day, two workshops were given, designed for the volunteers on the Standards Committees: one to orient volunteers to the procedure and format for the self study and another for the teams to have a chance to meet and form an action plan. Also, Computing Services set up a Web page for accreditation (<https://www.santarosa.edu/accred/>) as well as Outlook folders for each of the committees so that they could post meeting agendas, supporting documents, and drafts of their sections of the self study.

Throughout the 2007-08 academic year, committees began their research and writing in earnest and the Accreditation Steering Committee held monthly meetings to oversee and guide the work of the Standards Committees. The college community was regularly updated on the self study process through e-mails and articles in *Instructional Notes* (a periodic publication of the Academic Affairs Office) and the *Insider*, as well as regular reports to the Board of Trustees. Oral updates were given to the Academic Senate as well.

The first draft of the self study was completed by early March 2008, and a content review retreat was held on March 14, at which time the entire draft was reviewed by small groups and feedback was given to the representatives of each Standard Committee. By April 10, drafts of the self study were posted on the accreditation Web page and hard copies placed in Doyle and Mahoney libraries. Four public forums were held, two each on the Santa Rosa and Petaluma campuses, to allow the college community an opportunity to give feedback regarding the first draft. Additionally, SRJC employees were able to give comments directly to the Self Study Chair and Accreditation Liaison Officer via e-mail.

During summer 2008, the entire draft of the self study was reviewed and the evidence checked. Revisions were made as necessary by the appropriate members of the Standards Committees or the Accreditation Steering Committee. A second draft copy was prepared and edited by Public Relations and printed by Graphics Services and made available for the Standards Committees, college community, and Accreditation Steering Committee for final review in fall 2008. Additionally, at the Professional Development Activity Days on August 15, 2008, open workshops were held on the Santa Rosa and Petaluma campuses, giving attendees the opportunity to review the abstract of the report and compilation of the planning agendas. A third draft was shared with the college community for commentary in early November, 2008. The final draft was approved by the Board of Trustees in December 2008.

Sonoma County Junior College District Accreditation Steering Committee

Dr. Robert Agrella	President	Administration Representative
Dr. Kristeen Abrahamson	Dean, Liberal Arts & Sciences	Administration Representative
Gary Allen	Faculty, ESL	Accreditation Self Study Chair
Will Baty	Dean, Learning Resources	Administration Representative
Kate Jolley	Director, Fiscal Services	Administration Representative
Richard Call	President	Board of Trustees
Anna Felciano	Administrative Assistant	Classified Senate President
Ken Fiori	Director, Computing Services	Administration Representative
Karen Furukawa	Director, Human Resources	Administration Representative
Barbara Croteau	Faculty, Business Administration	Academic Senate President
Dr. KC Greaney	Director, Institutional Research	Administration Representative
Dr. Curt Groninga	VP, Administrative Services	Administration Representative
Warren Ruud	Faculty, Mathematics	All Faculty Association President
Doug Kuula	Coordinator Science Labs, Chemistry	SEIU Local 707 President
Ian Mauer	President , Associated Students	Associated Students Representative
Ricardo Navarette	VP, Student Services	Administration Representative
Dr. Jane Saldaña-Talley	VP, Petaluma Campus	Administration Representative
Dr. Mary Kay Rudolph	VP, Academic Affairs	Accreditation Liaison Officer

Accreditation Self Study Timeline

Fall 2006—Building Awareness

- Begin briefing the Institutional Planning Council (IPC) on progress of the Accreditation Self Study. An update will be a standing item on the IPC agenda throughout the self study process.
- Begin process to recruit and select the Self Study Chair (Vice President of Academic Affairs/Accreditation Liaison Officer or VPAA/ALO, Former Accreditation Chair, Academic Senate President, Superintendent/President of the college).
- Begin internal informational campaign regarding accreditation—purpose, standards, significance, and opportunity to participate.
- December Board of Trustees Meeting: VPAA/ALO presents information regarding accreditation to the Board of Trustees. Updates will be provided at each Board meeting throughout the self study process.

Spring 2007—Organizing the Work

- Appoint the representatives to the Accreditation Steering Committee (ASC).
- Continue internal informational campaign; meet with people who have served on accreditation teams to elicit suggestions, etc. (VPAA/ALO, Self Study Chair).
- Hold the first meeting of the Accreditation Steering Committee (ASC). The Self Study Chair leads the ASC meetings. Agenda includes an overview of the process, responsibilities of the ASC. The ASC meets as needed in spring and at least monthly thereafter throughout the self study process.
- Invite volunteers to serve on the standards committees; provide informational/promotional workshops on both campuses. Assign people to the committees, and send all members informational packets (VPAA/ALO, Self Study Chair).
- Hold a workshop and luncheon for all participants in the self study.
- Standards committees meet, organize themselves, make preparations for fall, and identify research needs.
- Self Study Chair and VPAA/ALO work with Assessment, Institutional Research, and others to identify probable research needs.

Summer 2007

- Research data assembled and/or developed based on direction from the ASC.

Fall 2007—Writing Draft One

- Editorial Assistant hired.
- Work proceeds. Standards committees meet on their own, with Administrative Liaisons checking in with the Self Study Chair. ASC meets monthly to check on progress. Self Study Chair and VPAA/ALO facilitate coordination between standards committees and collegewide research and documentation efforts. Regular communications with the college community continue.
- *Early December: All standards committees complete their first drafts.*
- Self Study Chair does initial review of drafts, makes sure everything is turned in prior to the end of the semester.

Spring 2008—Writing Draft Two

- ASC holds all day retreat, reviews first drafts, and offers advice to the Standards Committees.
- College staff work with standards committees to develop documentation and drafts for Descriptive Background and Demographics, Eligibility Requirements for Accreditation, Responses to Recommendations from the Last Evaluation, Abstracts, and Planning Summary.
- Draft One is disseminated electronically to the college community, and informational workshops are presented. Students, staff, faculty, managers, and Board members are encouraged to respond with comments and suggestions.
- Standards committees make final revisions to their drafts.
- ***Early May: All standards committees complete their second drafts.***
- Self Study Chair does initial review of drafts, makes sure that everything is turned in prior to the end of the semester.

Summer 2008

- Editorial Assistant, working with the Self Study Chair, the VPAA/ALO and others, reviews and revises material and produces second draft, including Descriptive Background and Demographics, Eligibility Requirements for Accreditation, Responses to Recommendations from the Last Evaluation and Abstracts and Planning Summary.
- Public Relations Editor reviews and edits full draft.
- Plans are developed for the format, printing, and distribution of the self study.

Fall 2008—Final Review and Preparation of the Self Study

- Self Study Chair writes the Organization of the self study and Timeline section.
- Collegewide review of Draft Two.
- Accreditation Steering Committee approves the Certification of Continued Compliance with Eligibility Requirements.
- Review of the entire document by the Editorial Assistant, Public Relations Editor, standards committees, and the Accreditation Steering Committee.
- Early November: collegewide review of Draft Three.
- December 15: Final draft of self study sent to printer.
- December Board of Trustees Meeting: Board of Trustees approves the self study.

Spring 2009—The Self Study Visit

- VPAA/ALO sends letter to the Accrediting Commission with updates on significant developments that have occurred since the publication of the self study.
- Self study is distributed to college community and sent to accreditation visiting team members.
- A planning group is formed to organize the logistics of the Team Visit.
- Team Visit.

Eligibility Requirements for Accreditation

Authority

Santa Rosa Junior College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Education and the U.S. Department of Education. This authority is published on page 5 of the *College Catalog*.

Mission

The Mission Statement, most recently revised and approved by the Board of Trustees on October 14, 2008, defines the college as an institution of higher education and outlines its broad educational purposes appropriate for the constituency of the college community. Revisions to the Mission Statement are based on input from diverse segments of the college and are formally recommended by the Institutional Planning Council (IPC). The mission is published on the district's Web site, in the *College Catalog*, and in the *Schedule of Classes*. Additionally, the mission is displayed after the signature line on e-mails from many district administrators, faculty, and staff.

Governing Board

A seven member Board of Trustees that represents the five geographic regions of the single-college district governs the Sonoma County Junior College District. Trustees serve four-year staggered terms. The student body elects a Student Trustee, who serves a one-year term on the Board and who votes on college business (except for closed-session issues) in an advisory capacity. The function of the Board is to authorize official college policy and establish procedures consistent with the goals and operation of the district. The monthly meetings of the Board of Trustees are open to the public. Notices and agendas are widely posted in advance, and there is a standing item on the agenda for public comment. The Academic Senate, Classified Senate, and Associated Students provide reports to the Board on a regular basis. The majority of Board members do not have employment, family, or personal financial interests in the decisions they make on behalf of the institution.

Chief Executive Officer

The Superintendent/President of the college is selected by the Board of Trustees. Dr. Robert F. Agrella, Superintendent/President of Santa Rosa Junior College, is the college's chief executive officer who possesses the requisite authority to administer board policies.

Administrative Capacity

The administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight and to support the college's mission and purpose.

Operational Status

Santa Rosa Junior College currently enrolls approximately 36,000 students each semester in its credit and noncredit curricula. Students are enrolled in a variety of courses leading to the associate degree, occupational certificates, skill development, personal enrichment, and/or university transfer.

Degrees

The majority of Santa Rosa Junior College's educational offerings lead to the associate in arts, associate in science, or university-level degree completion. A substantial proportion of students enroll in degree-applicable courses. In academic year 2007-2008, associate degrees were awarded to 1,070 students. There were also approximately 2,800 occupational certificates awarded.

Educational Programs

Santa Rosa Junior College offers a wide variety of educational programs for its students including general education, transfer, and vocational programs and certificates consistent with the mission of the college. The associate degree requires a minimum of 60 units of degree-applicable coursework, 22 units of specified general education, and completion of major requirements in one of the college's approximately 80 announced majors. Degree content, length, quality, and rigor are subject to review by the Educational Planning and Coordinating Council (EPCC), approval by the Academic Senate, and authorization by the Board of Trustees.

Academic Credit

Santa Rosa Junior College conforms to the appropriate California Education Code sections in its award of college credit. The Course Outline of Record (COR) describes classroom hours and unit credit, and new or revised CORs identify student learning outcomes for each course. The *College Catalog* describes institutional policies and requirements relating to the awarding of credit. Credits are based on the Carnegie formula of one credit per 18 hours of lecture per semester. The Curriculum Review Committee reviews all courses for compliance with Title 5 of the California Administrative Code.

Student Learning and Achievement

Santa Rosa Junior College has established institutional learning outcomes for all students who attend the college. As of this writing, 68 programs have developed student learning outcomes (SLOs) statements, and 610 courses have SLOs in their official Course Outlines of Record. The college's Program and Resource Planning Process includes sections on the development and assessment of student learning outcomes, and Project LEARN (Learning Enhancement through Assessment and ReflectionN) oversees the development of new assessment projects on the course, program, and institutional level.

General Education

General Education courses are clearly defined and are designed to ensure breadth of knowledge and to promote intellectual inquiry. The courses include demonstrated competence in writing and computation skills, and reflect a quality and rigor consistent with the academic standards of higher education.

Academic Freedom

Santa Rosa Junior College's regulations and collective bargaining agreements support faculty and students by establishing an atmosphere of intellectual freedom and independence. They are free to examine knowledge appropriate to their disciplines or areas of study.

Faculty

The *College Catalog* lists all regular faculty academic backgrounds. The college employs 308 full-time faculty and approximately 1,500 adjunct faculty. Although the faculty supports all of the institution's educational programs, there is a general consensus that more full-time faculty are needed in many areas. The faculty's collective bargaining agreement details faculty responsibility for development and review of curriculum and assessment of student learning.

Student Services

Santa Rosa Junior College provides a comprehensive array of services and student development programs that meet the educational support needs of its diverse student population. By reinforcing the college mission, these programs and services ensure an integrated student pathway through the academic experience.

Admission

The college's admission policies are consistent with its mission and conform to California Education Code and adopted college requirements. These policies are published in the *College Catalog* and *Schedule of Classes*, on the college Web site, and in appropriate department brochures.

Information and Learning Resources

The college maintains two full-service libraries/learning resource centers for student use and faculty support. There are substantial resource materials in a wide range of media that provide support for all of the college's educational programs at its two campuses and multiple instructional sites.

Financial Resources

The college is predominately funded by local property taxes and state apportionment. Additional operations funds are obtained from federal, state, and private sources. The college maintains prudent financial management practices, including a reasonable reserve fund for contingencies, assuring financial stability for the foreseeable future.

Financial Accountability

The college is audited on an annual basis by an independent accounting firm. Certification of the audit report is recorded by the Board and transmitted to local and state educational authorities. The external audit firm adheres to standard California Community Colleges regulations. A statement of audit procedures and findings is on file in the Business Services Office. A copy of the audit will be available for review by the Self Study Validation Team.

Institutional Planning and Evaluation

The college demonstrates its emphasis on appropriate planning in a variety of ways. The Accreditation Self Study incorporates a wide range of basic planning that is responsive to the assessment sections of each standard. The SRJC Planning Web site contains evidence of a comprehensive approach to strategic planning that involves faculty and staff from all organizational components of the institution. The Institutional Planning Council (IPC) carefully reviews the operational goals of each component and their midyear and final reporting of goal outcomes. The Program and Resource Planning Process requires evaluation of each instructional and student services program for currency and effectiveness and provides a direct link between planning and budget. The Office of Institutional Research and Project LEARN provide leadership in documenting and analyzing the key performance indicators regarding student learning outcomes, achievement, and institutional effectiveness.

Public Information

The college publishes a *College Catalog* that accurately describes the mission, admission requirements, enrollment procedures, matriculation guidelines, programs and courses, degree and certificate requirements, costs and refund policies, grievance procedures, the academic credentials of faculty and educational administrators, and all other areas required for accreditation. The *Schedule of Classes* reproduces most of this information each semester, as does the college Web site.

Relations with the Accrediting Commission

The Board of Trustees provides assurance that the college adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission in its adopted policies and by its validation of the self study. The Board agrees to disclose information required by the Accrediting Commission to carry out its accrediting responsibilities.

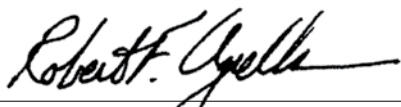
Compliance Eligibility

Certification of Continued Compliance with Eligibility Requirements

The Accreditation Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The committee agrees that Santa Rosa Junior College continues to meet each of the 21 eligibility requirements for accreditation set by the Western Association of Schools and Colleges.

Statement of Assurance

We hereby certify that Santa Rosa Junior College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.



Dr. Robert F. Agrella
Superintendent/President
Sonoma County Junior College District
Date: 12/15/08



Richard W. Call
President, Board of Trustees
Sonoma County Junior College District
Date: 12/15/08

Descriptive Background and Demographics

District Overview

Santa Rosa Junior College, founded in 1918, is one of the largest single college districts in the country. Annually, the district serves approximately 36,000 credit students, 13,000 noncredit students, and 7,000 community education students. With 14 major high school districts within its borders, the Sonoma County Junior College District encompasses more than 1,600 square miles, stretching from the southern portion of Mendocino County in the north to the northern tip of Marin County in the south. The district is bordered to the west by the Pacific Ocean and to the east by Napa and Lake counties. The *Sonoma County Junior College District Fact Book*, (www.santarosa.edu/research) published annually, provides detailed information about the district and the community it serves.

The college offers classes at a variety of locations throughout the service area. The majority of SRJC students take classes at the Santa Rosa Campus, located on 104 acres in the heart of the city of Santa Rosa. The college has operated at this site since 1931. In 1974, the college opened a temporary center in Petaluma, 17 miles south of Santa Rosa. The current Petaluma Campus opened in January 1995 and now offers a full range of services to over 6,000 students each semester, which is 15 percent of the district's credit and noncredit student population. The center achieved campus status in April 1999 and is situated on a 40-acre site in east Petaluma. In 2008, the district completed construction of Phase II of the Petaluma Campus, doubling the capacity of the Petaluma facility to accommodate future growth.

The college also operates a Public Safety Training Center (PSTC), which moved in spring 2002 from leased space to a permanent new facility on a 20-acre site near the town of Windsor, 10 miles north of Santa Rosa. The training center includes a seasonal ranger academy, a police academy, a fire science academy, paramedic, and an emergency medical technician program. With an enrollment of nearly 2,000 students, the PSTC accounts for nearly four percent of the district's credit and noncredit student population.

Another major site for instructional activity is the SRJC Robert Shone Farm Agricultural Center, located on 365 acres northwest of Santa Rosa. SRJC Robert Shone Farm Agricultural Center is utilized exclusively by the Agriculture/Natural Resources Department for its programs. In 2007, construction of the Agricultural Pavilion at Shone Farm was completed, which is used for specialized classes as well as meetings and small conferences. In 2008 an equine pavilion and outdoor riding arena were completed.

The Culinary Arts Program is currently housed in leased space in downtown Santa Rosa, awaiting the construction of a new facility across the street from the main entrance to the Santa Rosa Campus.

In addition to these major sites for instructional activity, the college offers a variety of classes at over 70 other locations within the district, including in Sonoma, Healdsburg, Point Arena, and Sebastopol.

Through services at all locations, the Sonoma County Junior College District enrolls approximately one-sixth of college-aged Sonoma County residents annually. U.S. Census figures estimate that the population of Sonoma County residents aged 18 or older totaled 356,240 in 2006. During academic year 2006-07, Santa Rosa Junior College enrolled 52,754 individual students in credit and noncredit courses, 801 students enrolled in 21 cooperative international programs, and 7,106 in community education programs (for a total of 59,860 annually). As a result, approximately 17 percent of the college-aged Sonoma County population in 2006 enrolled at Santa Rosa Junior College (Source: U.S. Census, SRJC student enrollment data).

Another indicator of strong market penetration is that nearly half (48 percent in 2007) of all Sonoma County high school graduates enroll at SRJC the fall semester following graduation (see the *Fact Book* for more information).

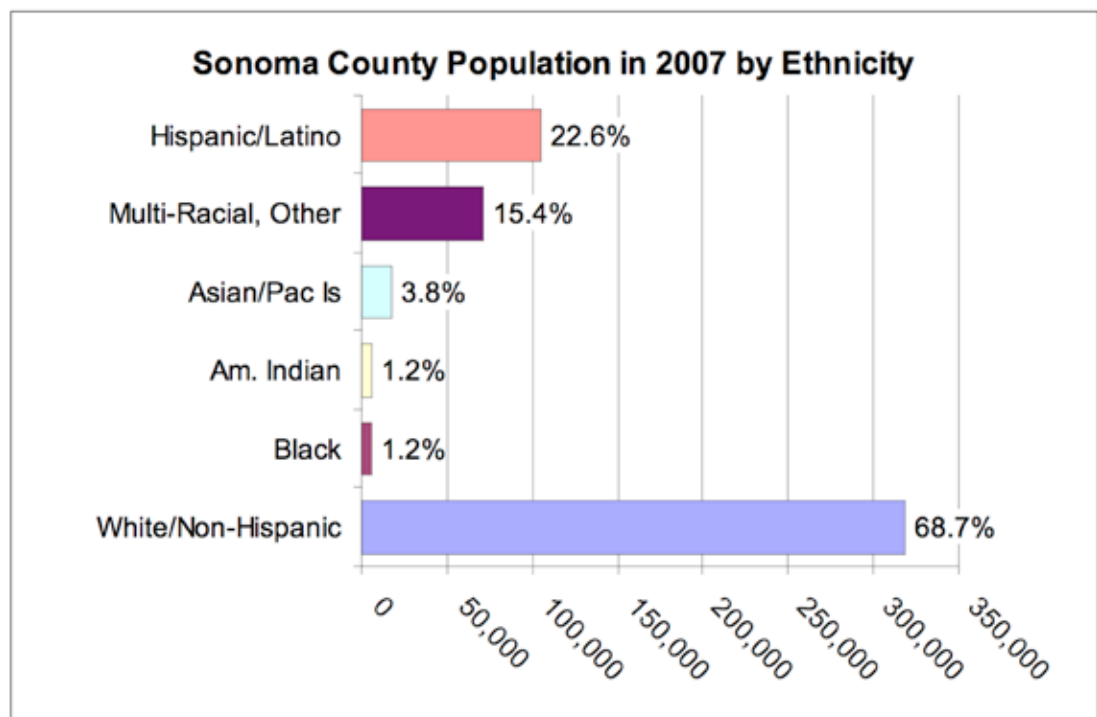
Since its inception in 1918, Santa Rosa Junior College has had only four presidents: Floyd P. Bailey (1921-1957), Randolph Newman (1957-1970), Roy Mikalson (1971-1990), and Robert F. Agrella (1990-present). There is also a history of members of the Board of Trustees serving long terms, some as long as 30 years. Most faculty and staff remain at Santa Rosa Junior College throughout their professional careers.

One unique feature of Santa Rosa Junior College is the Doyle Trust Fund. In 1948, Frank P. Doyle, the founder of the local Exchange Bank, established a trust fund for scholarships for Santa Rosa Junior College students. In academic year 2006-07, 6,280 students were awarded more than \$5 million in scholarships and grants from the Doyle Trust Fund. More than 50 percent of full-time students at Santa Rosa Junior College receive support from the Doyle Trust. In the same year, an additional three-quarters of a million dollars in scholarships were awarded to 1,140 students from SRJC Foundation endowed scholarships and business and community scholarships.

Sonoma County

Sonoma County is one of the fastest growing counties in the Bay Area, with an estimated population of 466,891 residents in 2007 (U.S. Census). More than half of these residents live near the U.S. 101 corridor in the cities of Petaluma, Rohnert Park, and Santa Rosa. The rest live in the smaller communities and unincorporated areas. Sonoma County population tripled between 1950 and 1980, and grew another 50 percent between 1980 and 2000 (U.S. Census). The Association of Bay Area Governments (ABAG) projects that the population of Sonoma County will continue to grow, but at a less rapid pace, increasing to over 500,000 by 2010.

The population of Sonoma County is 68.7 percent White non-Hispanic, down from 89.2 percent in 1980. During the same time period, the Latino population increased from 7.1 percent to 22.6 percent. According to U.S. Census estimates for 2006, the ethnic breakdown of the population of Sonoma County is as follows:



Source: U.S. Census Bureau, 2007 American Community Survey

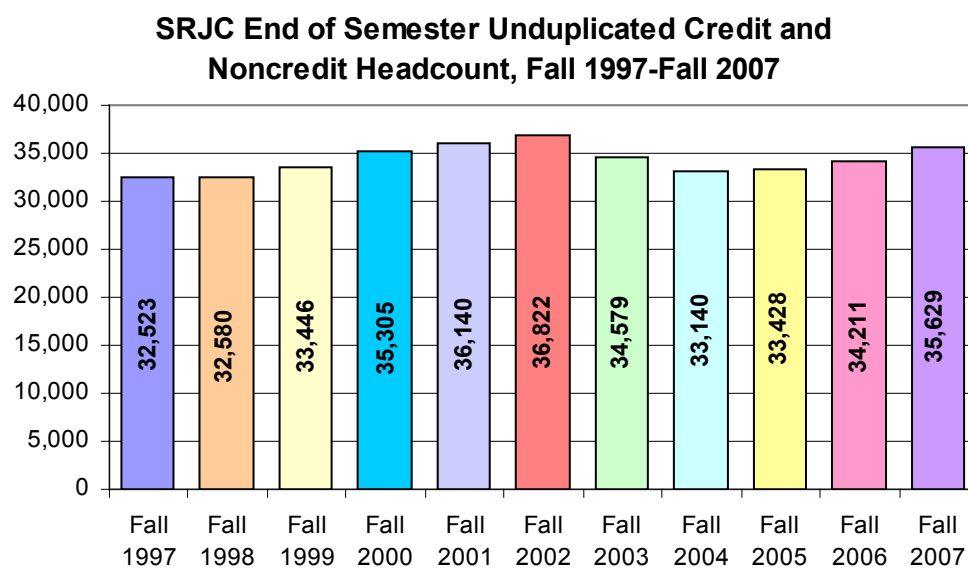
Note: Percentages do not add up to 100% due to the census allowing individuals to mark more than one category.

The economy of Sonoma County is a mixture of service industries, light manufacturing, agriculture, and tourism. Sonoma County is a major regional service center for North Bay counties. Service industries—retail and wholesale sales, financial services, and health care—account for more than half of the jobs within the county. Sonoma County's service and light manufacturing industries are located mainly along the U.S. 101 corridor from Petaluma to Healdsburg. Outside of this area, agriculture and tourism predominate. The dairy and wine industries account for most of the agricultural economy. The beautiful natural features of the area and the attraction of the wineries and places of historical significance have created a strong tourist industry.

SRJC Student Demographics

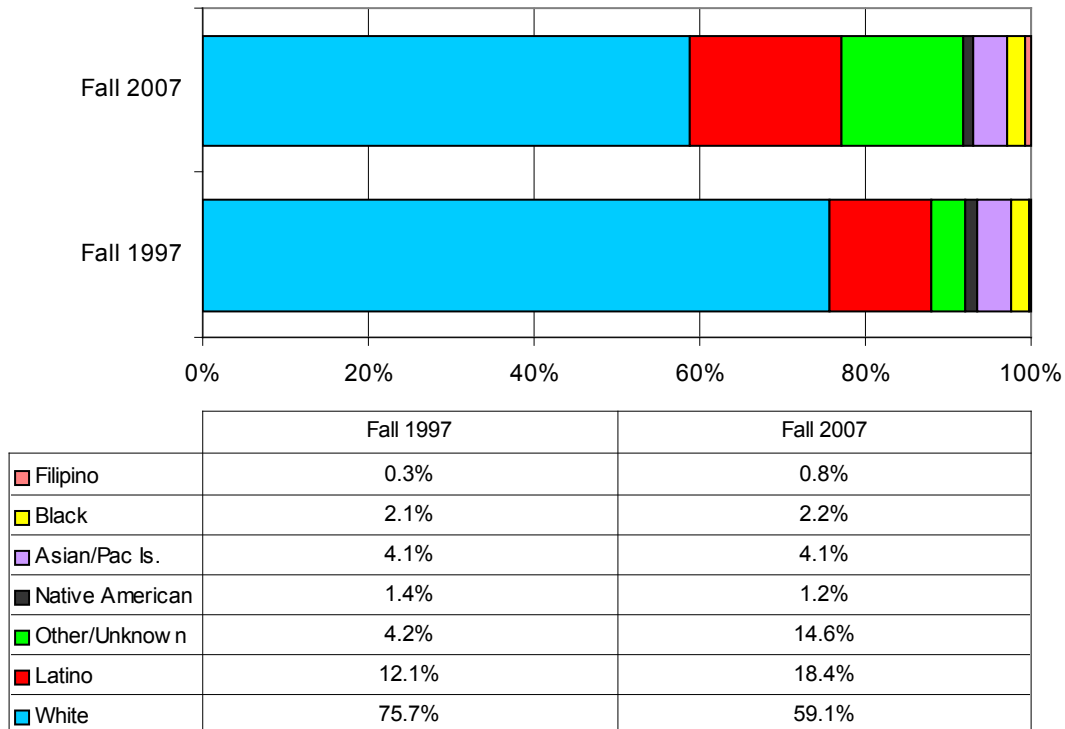
Santa Rosa Junior College student demographic information is detailed in the *Sonoma County Junior College District Fact Book*, which has been published annually since 2001 www.santarosa.edu/research.

Enrollment has increased over time, doubling between 1980 and 2000. During the past decade, enrollment steadily increased until fall 2002. The state budget cuts in 2003 resulted in fewer courses offered at SRJC; enrollment dipped until fall 2004 and has been increasing since. As the Sonoma County population continues to grow, enrollments will likely keep pace. The following chart provides a quick overview of SRJC's student population.



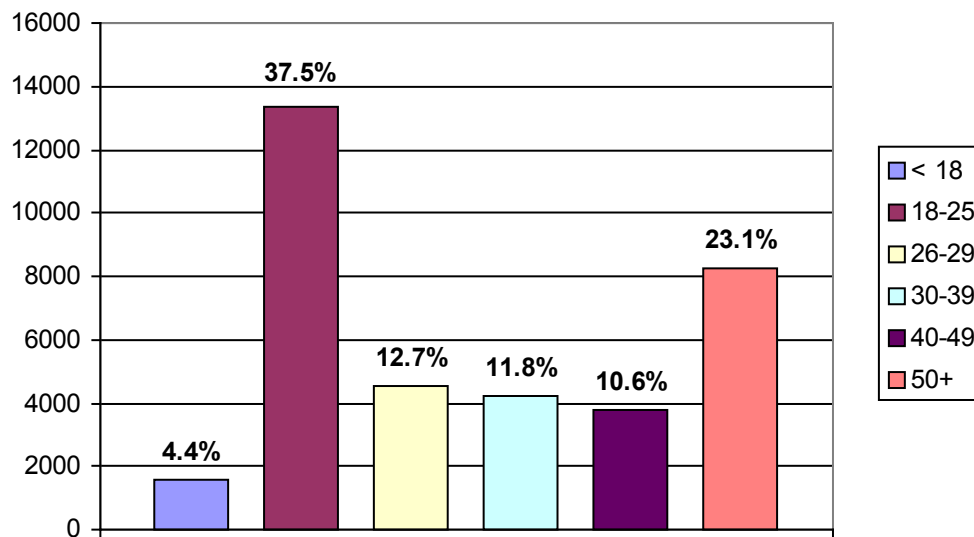
Source: *Sonoma County Junior College District Fact Book 2008*

While enrollment at SRJC has increased over time, the ethnic breakdown of the student population has shifted. The proportion of White students has decreased from 75.7 percent in 1997 to 59.1 percent in 2007. During the same time period the proportion of Latino students increased from 12.1 percent to 18.4 percent, while representation from other ethnic groups has remained relatively stable. This trend is expected to continue—over one third of the students in Sonoma County Public Schools are Latino (Source: California Department of Education. Note: The other category with a dramatic change is Unknown/Other/Decline to State, which increased from 4.2 percent to 14.6 percent in the same time period.)

SRJC Student Ethnic Distribution, Fall 1997 and Fall 2007

Source: Sonoma County Junior College District Fact Book 2008

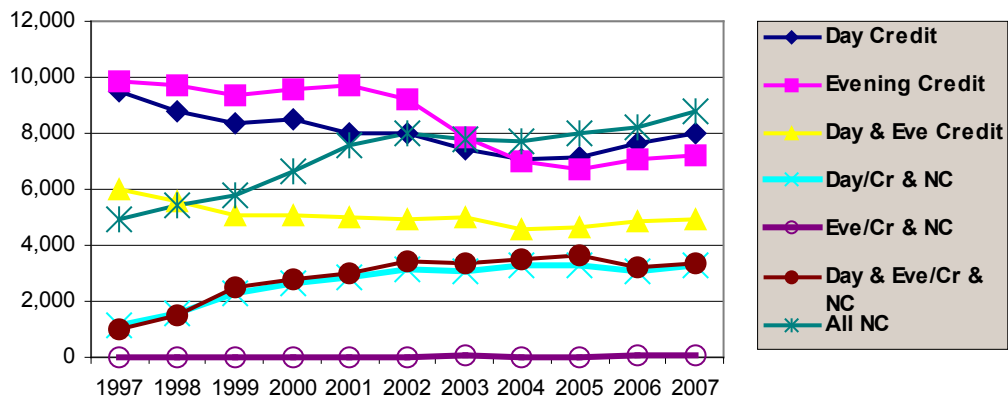
The average age of SRJC students is 38. This average age has increased over time as the enrollment of older students (over 60) has increased, primarily in noncredit courses. Still, over one third of SRJC students are of traditional college age (18-25).

Age of SRJC Students, Fall 2007 End of Semester

Source: Sonoma County Junior College District Fact Book 2008

During the past decade, noncredit enrollment has increased more dramatically than other enrollments. Overall, for the past decade, the trend has been that credit enrollments have decreased, while noncredit enrollments have increased.

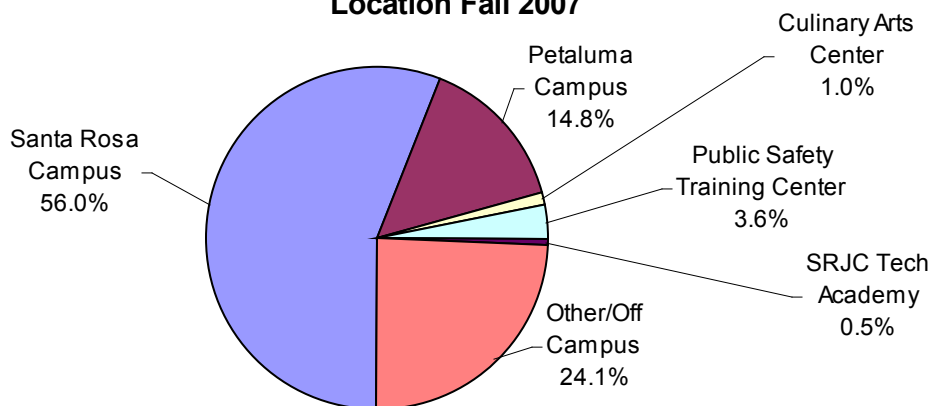
SRJC End of Fall Semester Attendance Patterns, 1997-2007



Source: Sonoma County Junior College District Fact Book 2008

While Santa Rosa Junior College offers courses at a variety of locations, the majority of students take classes at the Santa Rosa Campus, followed by the Petaluma Campus.

SRJC End of Semester Unduplicated Headcount by Location Fall 2007

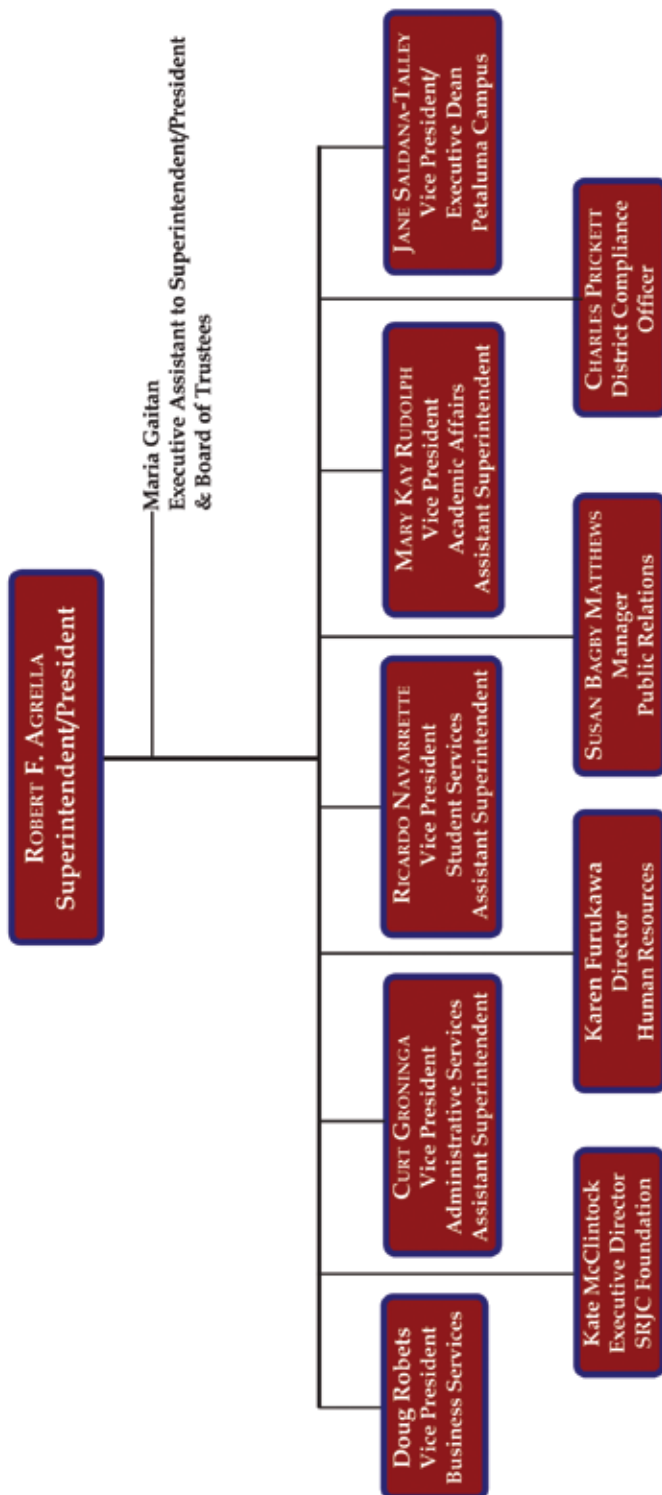


Source: Sonoma County Junior College District Fact Book 2008

*Organization of the Institution
and College Committees*



Superintendent/President Organization Chart



BOARD OF TRUSTEES
 Richard W. Galli, BOARD PRESIDENT
 Onita Pappas, VICE PRESIDENT
 Jeff Kunde, CLERK
 B. Robert Burto
 W. Terry Lindley
 Marsha Vas Dupre
 Don Zumwalt

JORDAN BURNS, STUDENT TRUSTEE

MARIO GALLIAN
 Executive Asst. to the Superintendent/
 President & Board of Trustees

ROBERT F. AGNELLA
 Superintendent/President

SUSAN BAGBY, MATTHEW
 Manager, Public Relations

CHARLES PICKETT
 District Compliance Officer

SUSAN ST. CLAIR
 Executive Assistant

DOUGLAS ROBERTS
 Vice President of Business Services

KATHRYN JOLLEY
 Director, Fiscal Services

DEEPA DESAI
 Manager, Payroll

LINDA CLOSE
 Budget Coordinator

CYNTHIA KING
 Supervisor, Business Services, Petaluma Campus

LORRAINE FAZZOLARE
 Director, Bookstore

ANTHONY MARTINEZ
 Assistant Director, Bookstore

(VACANT)
 Manager, Bookstore/Petaluma Campus

TRIN BOSMA
 Director, Purchasing & Graphics Services

TERRY STEWART
 Chief of Police

STEPHEN DORICA
 Lieutenant, District Police

WILLIAM SHISON
 Police Sergeant, District Police

DONALD SILVERIK
 Police Sergeant, District Police

DAVID WILLIAT
 Police Sergeant, District Police

JANE SALDAÑA-TALLEY
 Vice President/Executive Dean
 Petaluma Campus

OLELIA ARELLANO
 Dean II, Petaluma Campus

ROBERT CHUDNOSKY
 Dean I, Instruction & Technical Services

MATTHEW PEARSON
 Manager, Media Services/
 Petaluma Campus

KAREN FURUKAWA
 Director, Human Resources

ANNE MCLEAN
 Executive Assistant

SABRINA MEYER
 Assistant Director, Human Resources

GINA WANGPINEE
 H.R. Spec.Sys. & Compensation

LOUISE BURKE
 H.R. Spec.Benefits

SARA MUSKER
 H.R. Analyst

SUSAN ST. CLAIR
 Executive Assistant

CHARLES PICKETT
 District Compliance Officer

SUSAN BAGBY, MATTHEW
 Manager, Public Relations

KATHRYN MCCLINTOCK
 Dir., Dev. & Alumni Relations/
 Executive Director, Foundation

JAMES MCDAN
 Finance & Operations Manager

RACHAEL CUTCHER, (90%)
 Mgr., Constituent Relations

RICARDO NAVARETTE
 Vice President of Student Services/
 Assistant Superintendent

MARY LEE
 Dean III, Counseling & Support Services

(VACANT)
 Manager, Career Development Services

JAMES RANDOLF
 Director, Career/WORKS

ROBERT EHTINGTON
 Director, Student Affairs & New Student Programs

BOB PHILIP
 Assistant Director, Student Affairs

DEBORAH WOOLLEN
 Activities Advisor

DANE TRAVELI
 Director, Admissions & Enrollment Services

FREYJA PEREIRA
 Director, Admissions & International Admissions

RUITH MULLIN
 Dean I, Matriculation & Student Development

KRIS KIRK
 Director, Student Financial Services

LYNN MCMULLEN
 Manager, Financial Aid

SHERRIE AUMET
 Manager, Scholarship Programs

MARYANNE MICHAELS
 Director, EOP/COPE

SUSAN QUINN
 Director, Student Health Services

MICHAEL CESSER
 Coordinator, Environmental Health & Safety

FRID DICKENSON
 Supervisor, Custodial Services/PM

GARY BAGLEY
 Manager, Custodial Services

CARL DOBSON
 Manager, Grounds & Recycling

GARY WALLS
 Manager, Buildings & Equipment Maint.(Petaluma)

PAUL BIELEN
 Assistant Director, Facilities Operations

TENY CHAN
 Director, Facilities Operations

JOHN MERCER
 Programmer Analyst, SI

MIKE FLAA
 Manager, Campus Data/Telecommunications

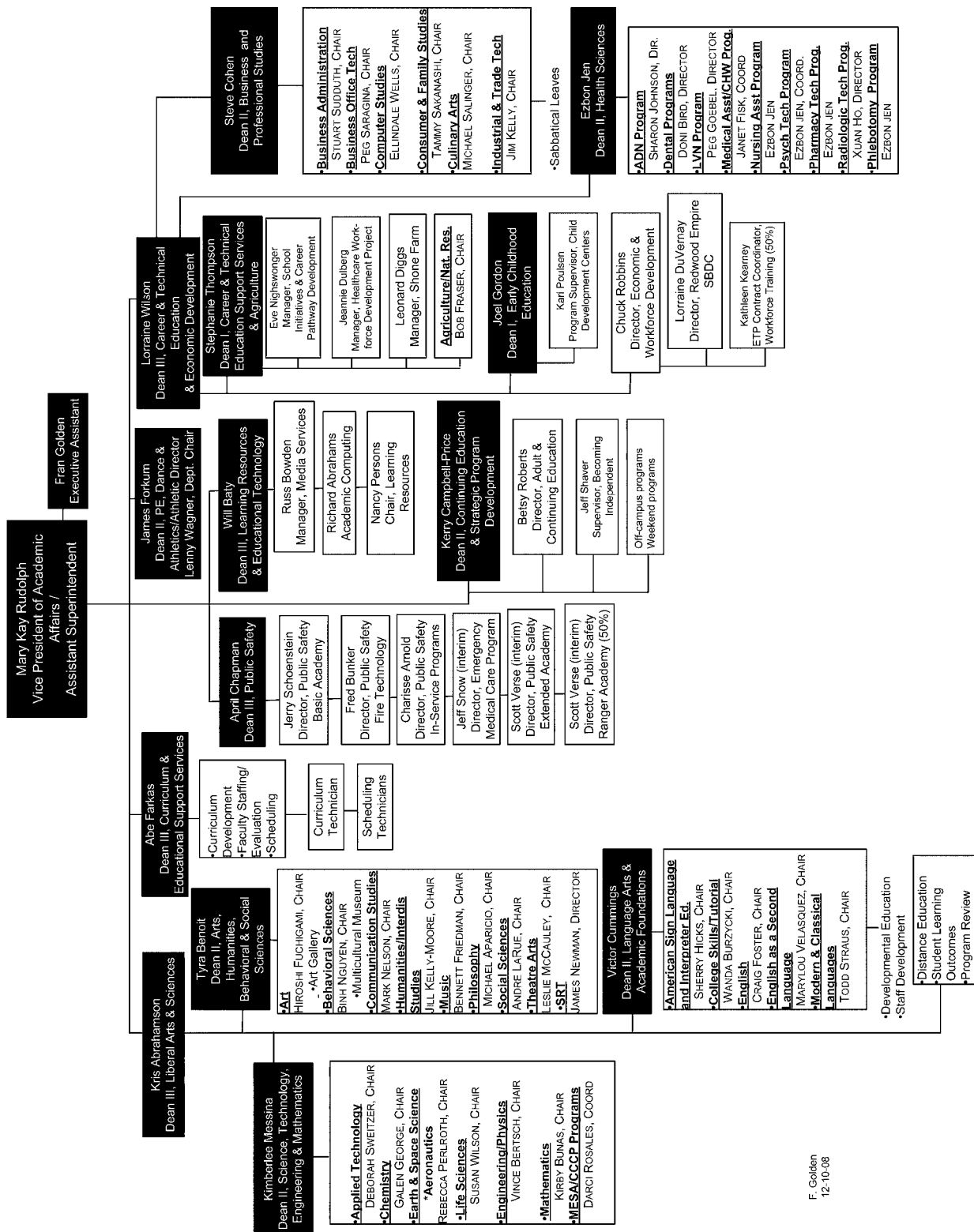
JIM RAGO
 Manager, Systems & Programming

KEN FIORI
 Director, Computing Services

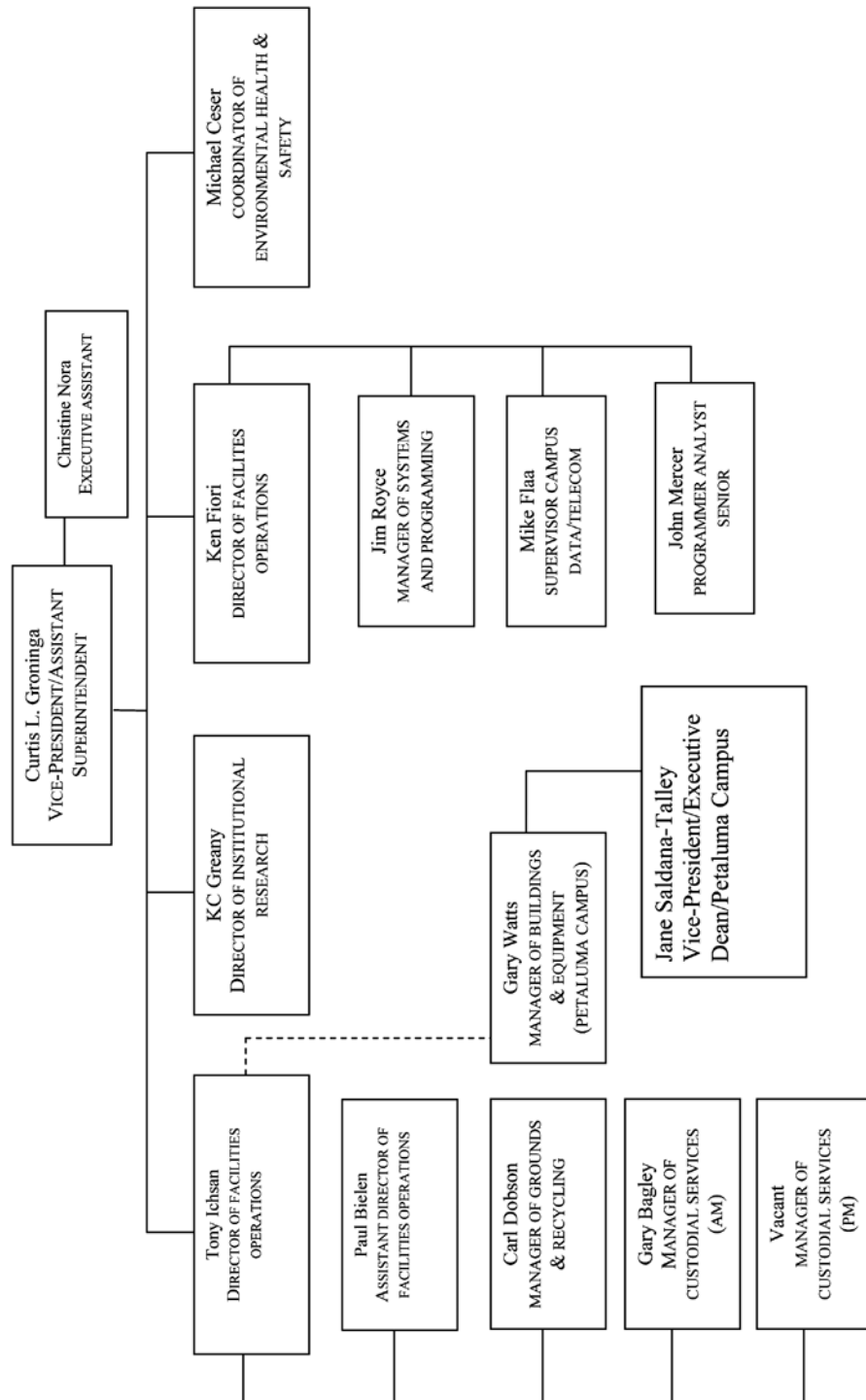
K.C. GRANEY
 Director, Institutional Research

CURT GRONINGA
 Vice President of Administrative Services/Assistant Superintendent

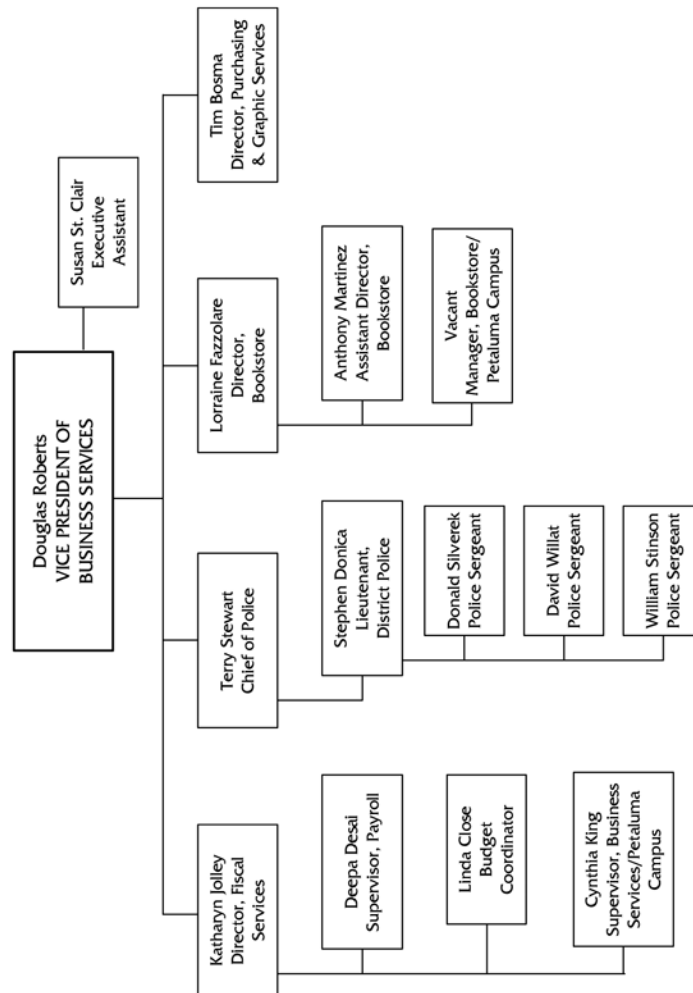
Academic Affairs Organization Chart



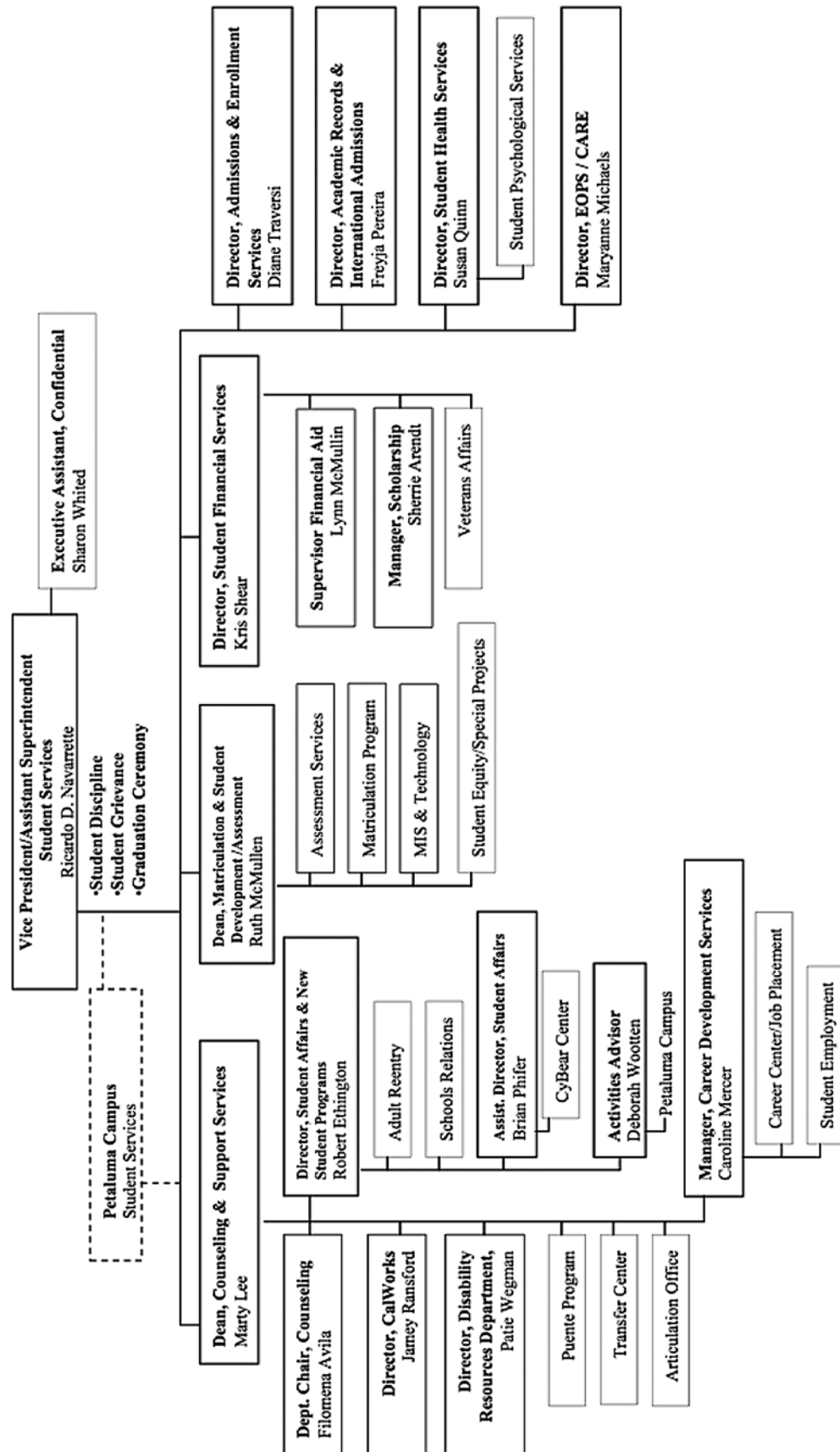
Administrative Services Organization Chart



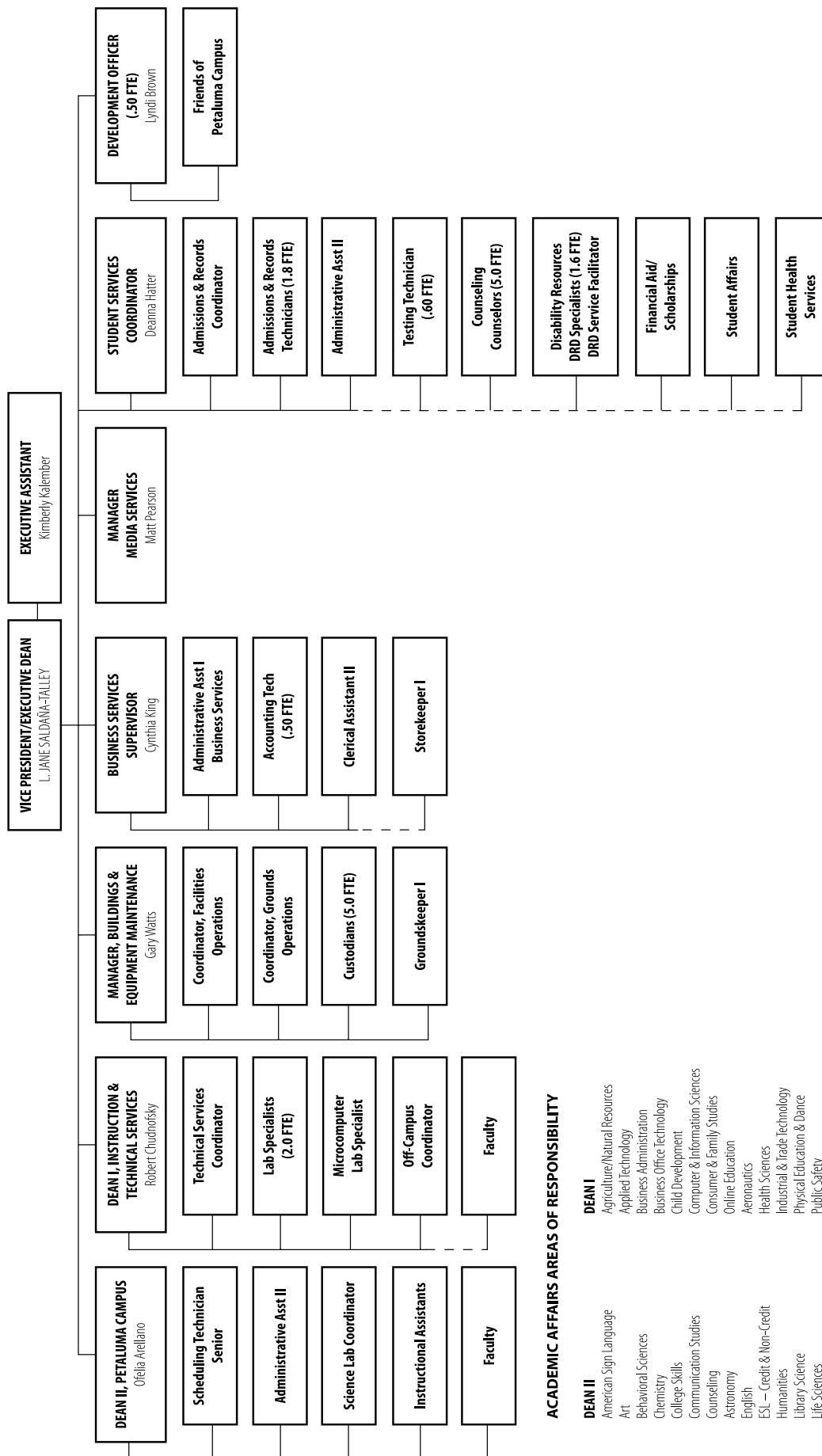
Business Services Organization Chart



Student Services Organization Chart



Petaluma Campus Organization Chart



ACADEMIC AFFAIRS AREAS OF RESPONSIBILITY

- | | |
|------------------------------|---------------------------------|
| DEAN II | DEAN I |
| American Sign Language | Agriculture/Natural Resources |
| Art | Applied Technology |
| Behavioral Sciences | Business Administration |
| Chemistry | Business Office Technology |
| College Skills | Child Development |
| Communication Studies | Computer & Information Sciences |
| Counseling | Consumer & Family Studies |
| Astronomy | Online Education |
| English | Aeronautics |
| ESL – Credit & Non-Credit | Health Sciences |
| Humanities | Industrial & Trade Technology |
| Library Science | Physical Education & Dance |
| Life Sciences | Public Safety |
| Mathematics | SBC Technology Academy |
| Modern & Classical Languages | Work Experience |
| Music | |
| Philosophy | |
| Social Sciences | |
| Theatre Arts | |
| Disability Resources | |

Santa Rosa Junior College Committee System

The college has a long-standing history of strong and participatory decision making through its committee system. SRJC's 28 Standing Councils and Committees and eight President's Advisory Committees invite participation by all college constituent groups (students, faculty, classified, and administration). While many committees handle mandated Education Code or Title 5 issues, others simply improve communication and the quality of life in the district.

Three major councils support the committee system (Institutional Planning, Educational Planning and Coordinating, and College Council) for the district. Other committee groups rely on these councils to set long-range goals, coordinate information between groups, and clarify what college material is ready for Board review.

Sonoma County Junior College District

Board of Trustees

Superintendent/President

(IPC)

**Institutional
Planning
Council**

Long-Range Planning

(EPCC)

**Educational
Planning & Coordinating
Council**

Instructional Matters

(CC)

**College Council
Policy & Governance**

All Other Standing Committees*

President's Advisory Committees**

***Standing Councils and Committees (28)**

Arts and Lectures	Institutional Planning Council
Calendar/Registration	Institute for Environmental Education
Classified Staff Development	International Studies
College Council	Library
Curriculum Review	Multicultural Events
Day Under the Oaks	Parking and Transportation
District Accessibility	Professional Development
District Facilities Planning	Professional Growth Increment
District Online	Project Learn Steering
District Tenure Review & Evaluations	Sabbatical Leave
Educational Planning and Coordinating Council	Safety
Equal Employment Opportunity Advisory	Scholarship
Equivalency	Student Equity
Global and Intercultural Education	
Graduation Speaker	

****Presidents Advisory Committees (8)**

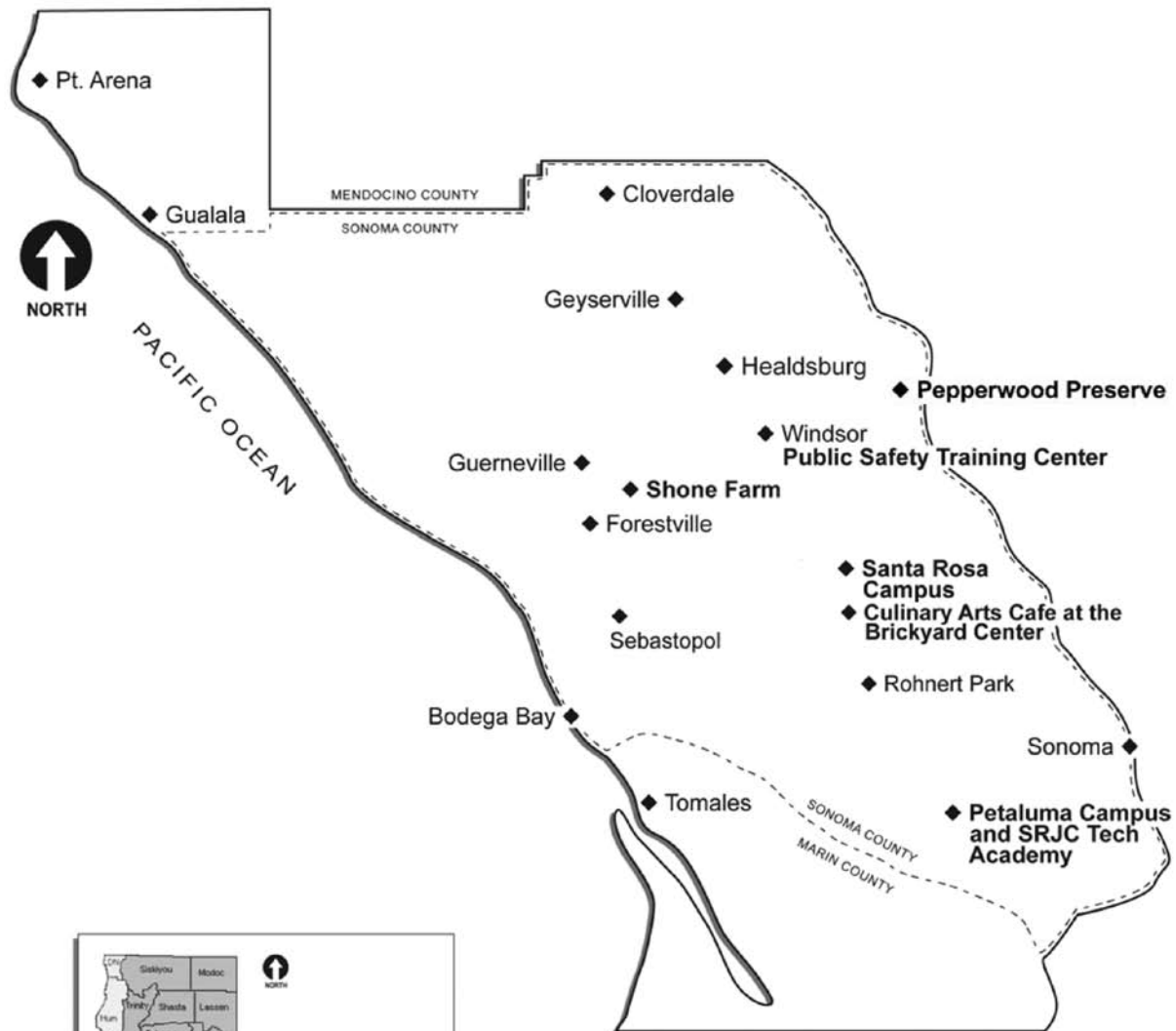
Auxiliary Enterprise	Faculty Staffing
Board of Review	Institutional Technology Group
Budget Advisory	Health Services Advisory
Classified Staffing (Inactive)	Strategic Enrollment Planning

For more information on governance and the committee system, see Policy and Procedure 2.5 and 2.5P in the District Policy Manual: <http://www.santarosa.edu/polman/2govern/2.5.pdf>.

For the current year membership, check the Planning link on the SRJC Web site: <http://www2.santarosa.edu/pages/presidential-and-standing-committees.php>.

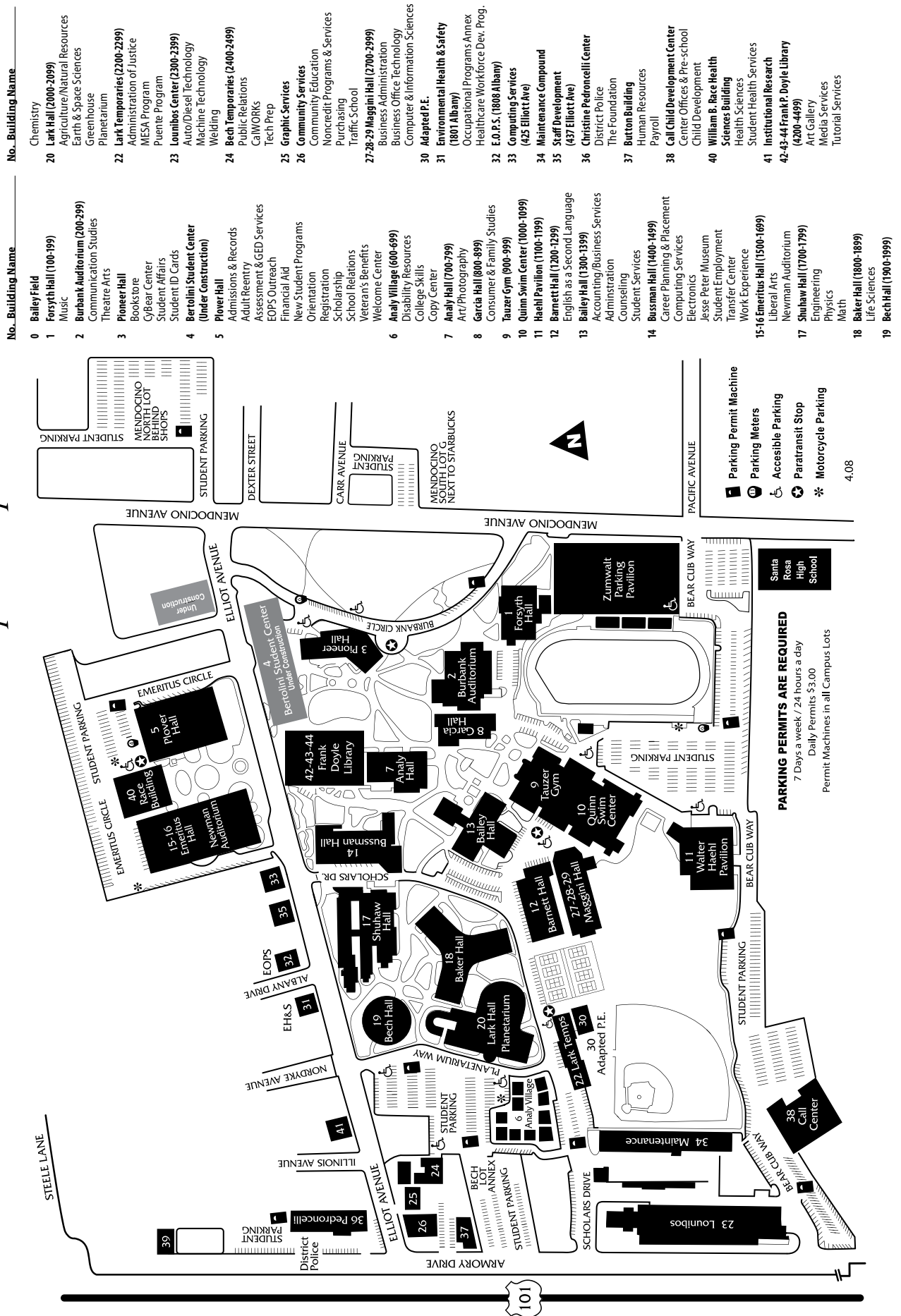
Sonoma County Junior College District Map

(Including locations where SRJC offers courses)



1/2007

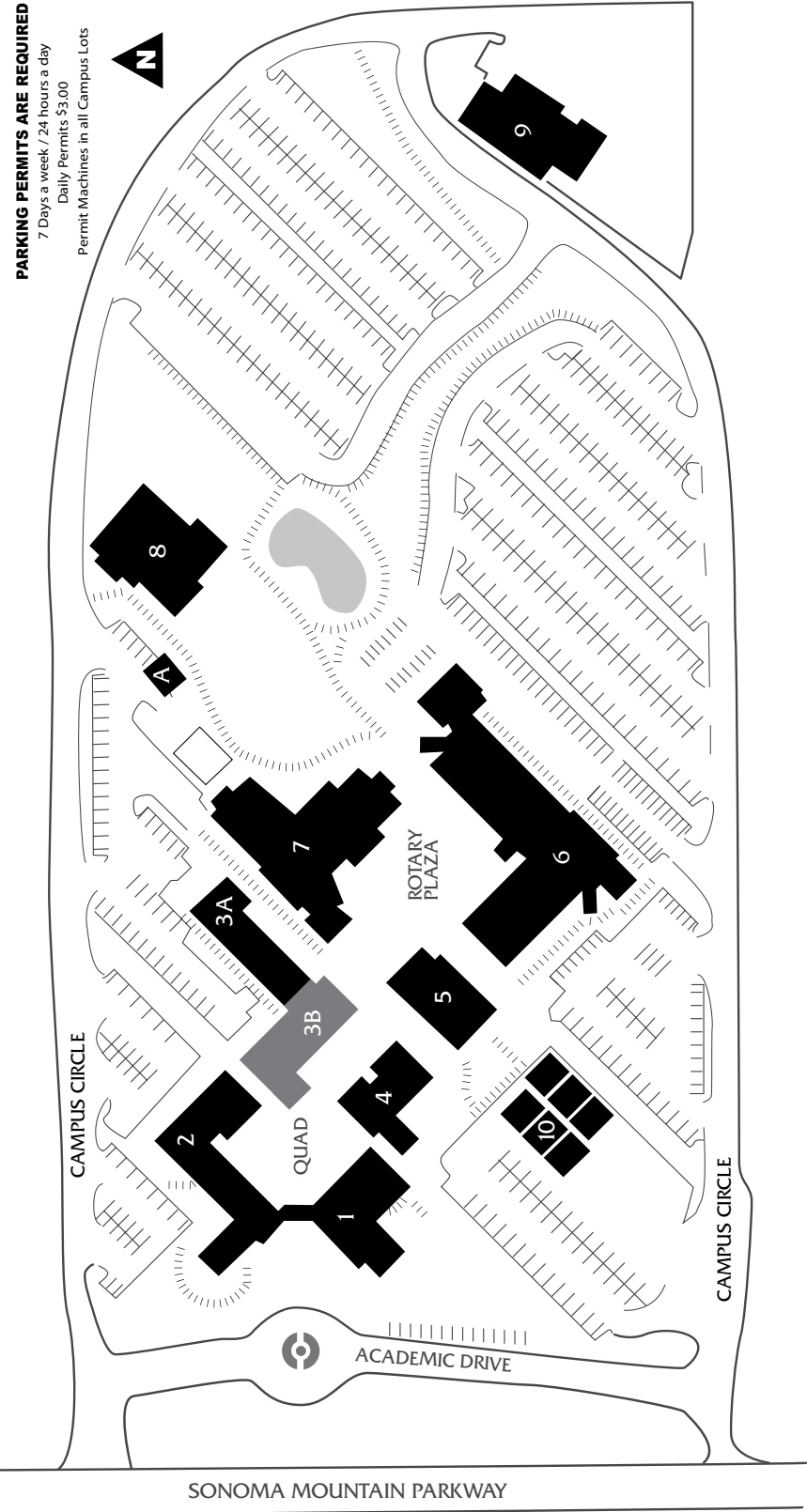
Santa Rosa Campus Map



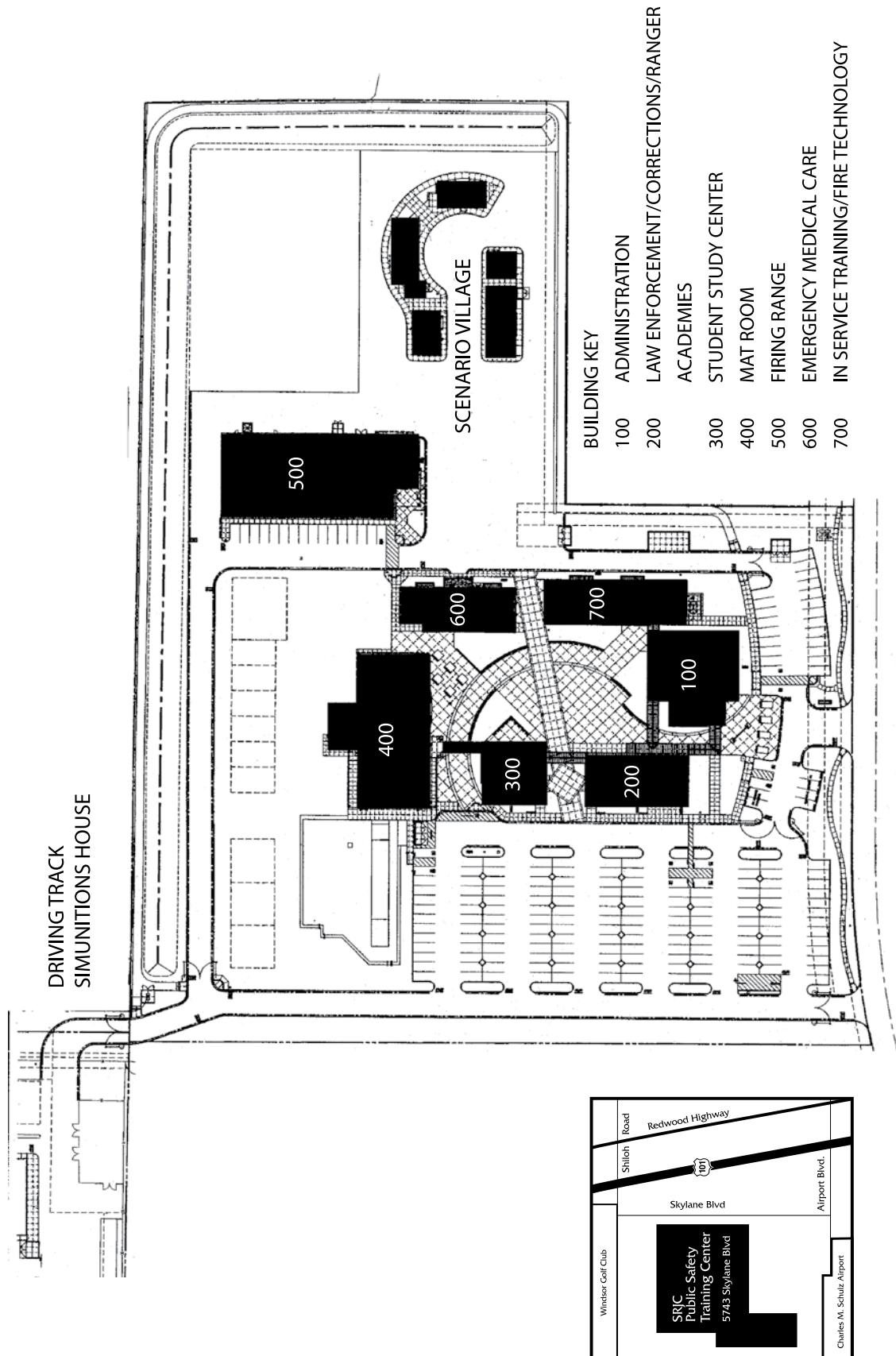
Petaluma Campus Map

Under Construction
Closed to Public Access

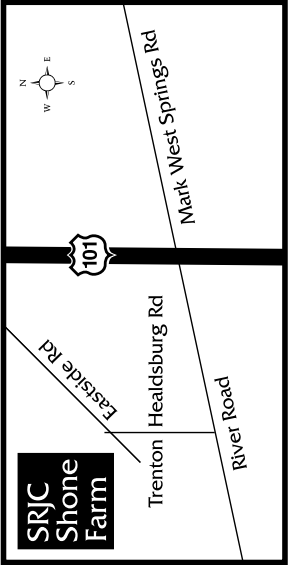
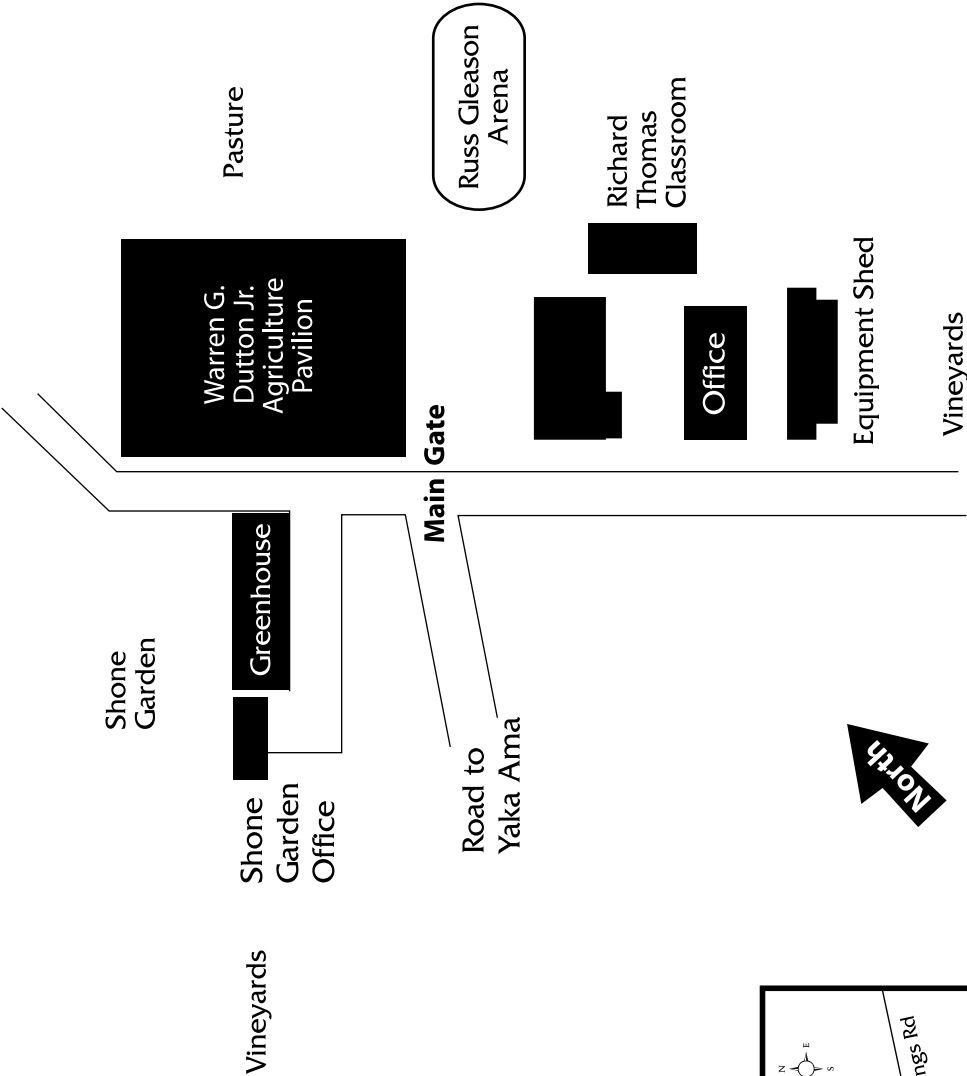
Open To Public Access



Public Safety Training Center Map



Robert Shone Farm Agricultural Center Map



Culinary Arts Center Map





Responses to Recommendations from the 2002 Visiting Team



Responses to Recommendations from the 2002 Visiting Team



Recommendation I: Promoting Diversity

Recommendation One: Clearly demonstrate that issues of staff diversity in hiring and training are major priorities and commit attention and resources to affect change (2.6, 7.D.2, 10.B.3).

Santa Rosa Junior College is committed to recruiting and retaining a diverse faculty and staff who enrich the educational experience of the students. The college continues to actively encourage applications from all qualified persons who recognize the value that diversity brings to a professional educational environment.

Significant fiscal resources continue to be dedicated for participation in the annual Job Fairs sponsored by the California Community Colleges Chancellor's Office. The main objective of Job Fairs is to attract and recruit faculty and administrators from ethnically diverse backgrounds. In spring 2008, for example, staff from the Office of Human Resources and the District Compliance Office attended this all-day event. In addition, five faculty members joined the team, bringing a total of ten individuals who represented the college. Budgets from both the Office of Human Resources and the District Compliance Office shared costs for registration, mileage, food, and other expenses associated with travel for all of these individuals, totaling approximately \$2,000 for this one-day event.

Since the inception of these Job Fairs, the college has participated in the Job Fair held in Northern California each year. In the last three years, Santa Rosa Junior College has raised its visibility by being represented by proxy at the Job Fair in Southern California as well as attending the Job Fair in Northern California. This has been achieved through the college's affiliation with a consortium of community colleges in Northern California known as North 14. A representative who attends the Job Fair in Southern California distributes job announcements for faculty and management vacancies at Santa Rosa Junior College, and inquiries are directed back to the college for follow-up.

The college also continues to expend resources for outreach to advertise its faculty and management positions nationally and statewide in specific journals and other sources of advertisement to increase the numbers of faculty and management applicants from ethnically diverse backgrounds (refer to "Recruitment and Advertising Sources-Spring 2008" for a list of online and print sources). In 2005-06, the Office of Human Resources spent approximately \$30,000 for advertising faculty and management positions. In 2006-07 the Office of Human Resources spent approximately \$26,000, and in 2007-08 the advertisement budget was augmented to a total of approximately \$66,000 to advertise the college's open positions.

Also beginning in fall 2007, the college has dedicated new money (approximately \$35,000) to advertise adjunct faculty pools in addition to advertising for full-time faculty positions. The college hopes to receive a higher yield of applications for these part-time pools than in previous years when the college did not advertise widely for adjunct faculty.

The Human Resources department provides training for hiring committee members to ensure that committees adhere to interviewing and hiring guidelines as required by the California Code of Regulations, Title 5 §53003 and §53024. In addition, the District Compliance Officer (DCO) monitors the hiring process for regular faculty and management positions. The DCO also maintains a training program for monitors who attend interviewing committees when the DCO is not available. The deans monitor all adjunct faculty interviews. For classified staff hiring committees, the interview committee chairs perform monitoring.

Throughout the year, the DCO also conducts other training programs intended to foster an appreciation for diversity or activities that promote an understanding of issues of equity and diversity. Refer to the lists of Diversity Presentations for 2004-05, 2005-06, 2006-07, and 2007-08.

In spring 2007, the Grand Jury of Sonoma County received a complaint alleging that violations of Proposition 209 were taking place at SRJC, that candidates were preselected for jobs, and that hiring committees were being formed in a way to guarantee a preselected candidate's success. Another allegation was that candidates who didn't have a chance were being put through the hiring process at considerable time and expense without any hope of being chosen.

It was further alleged that SRJC was using racial preferences as a factor in the selection, among a pool of candidates, for hiring faculty. It was alleged that this was a practice encouraged and directed by all levels of SRJC management.

In response to this complaint, the Grand Jury of Sonoma County conducted personal interviews with selected individuals, reviewed district policies and procedures, faculty job announcements, collective bargaining agreements, and selected district documents such as the *Schedule of Classes*, the SRJC Mission Statement, and the California Education Code.

In June 2007, the Grand Jury of Sonoma County issued its annual Final Report, which may be found at <http://www.sonomasuperiorcourt.com/download/GrandJury/GJuryReport2006-2007/srjc8.pdf>. The college's response to this report may be found at <http://www.sonomasuperiorcourt.com/download/GrandJury/GJResponses2007/SRJC/SRJC.pdf>.

Clearly, the college believes that it is now, and has been, in compliance with Article 1 Section 31 of the California Constitution and all laws affecting public employment. The college maintains that it has not hired any employees who were not qualified for their positions, nor has the college given preferential hiring consideration to applicants of different races or ethnic backgrounds.

The following table shows the gradual change in ethnic composition of SRJC's faculty, management, classified staff, student workers, and Short-Term, Non-Continuing (STNC) employees during the years 2002-08.

Ethnicity of SRJC Employees 2002-08

CATEGORY	2002	2003	2004	2005	2006	2007	2008
Asian (A)	2						
Asian, Chinese (AC)	21	24	24	18	19	18	17
Asian, Indian (AI)	9	5	4	6	9	6	7
Asian, Japanese (AJ)	27	32	28	27	23	20	20
Asian, Korean (AK)	1	3	2	1	4	4	5
Asian, Laotian (AL)	2	1	1	2	1	1	2
Asian, Cambodian (AM)	2	1	3	2	1	2	4
Asian, Vietnamese (AV)	7	9	7	5	4	5	8
Asian, Other (AX)	24	36	35	33	29	32	32
Black (B)	73	80	90	88	79	91	97
Filipino (F)	20	26	25	22	22	25	29
Hispanic (H)	200	195	194	205	219	236	252
American Indian/Alaskan (N)	37	41	38	38	33	33	37
Other non-White (O)			2	3	4	22	30
Pacific Islands, Hawaiian (PH)		2	2	3	7	4	4
Pacific Islanders, Samoan (PS)	1	2	2	1	1	1	2
Pacific Islanders, Other (PX)	5	4	5	5	4	2	3
Total non-White employees	431	461	460	456	455	480	517
White (W)	2754	2713	2722	2565	2504	2503	2544
Unknown (X)	368	405	363	345	313	336	371
Unknown Declined to State (XD)							2
Percentage of non-White	12.13%	12.88%	12.97%	13.54%	13.89%	14.37%	14.92%
Total number of employees	3553	3579	3547	3369	3276	3341	3464

Data gathered from the Human Resources Systems (MAGIC) shows an overall increase of 2.79 percent in the non-White employee population of Santa Rosa Junior College (in comparison to the total number of employees). This includes employees in all employee groups: classified, management, full-time faculty, adjunct faculty, student workers, and Short-Term, Non-Continuing. The numbers listed above are unduplicated employee counts that are tallied annually in June. The ethnicity information is self-disclosed by employees at the time of hire and gathered on the Employee Information Form.

The district's commitment to extensive outreach, advertising, and training shows progress in hiring more ethnically diverse faculty and staff for the period of 2002-08. The district continues to move in a positive direction. It should be noted, however, that the district has committed attention and new money to affect change, and will continue to utilize strategies that are legal and within the financial constraints of the district to attract and retain a diverse faculty and staff who will enrich the educational experience of the students SRJC serves.

DIVERSITY PRESENTATIONS 2004-05

1. January 2004: A required online training was offered to all classified staff, faculty, and management by the District Compliance Office.
2. Spring 2004: A sexual harassment workshop was presented by the District Compliance Officer to all classified staff, faculty, and management.
3. February 12, 2004: A PDA session, "Promoting Staff Diversity by Addressing Issues of College Climate" was presented to the college community by the District Compliance Officer.
4. January 2005: A required online training was offered by the District Compliance Office to the Management Team.
5. April 8, 2005: A sexual harassment workshop was offered by the District Compliance Office to the Management Team.
6. January 2005: As part of the Arts & Lectures series, the District Compliance Officer presented "Civil Rights in America 1964-2004," including a video of scenes from "The Mississippi Freedom Summer of 1964," and commentary on the gains and losses for civil rights in the past 40 years. The presentation was at both the Santa Rosa and Petaluma campuses.
7. January 2005 through September 2005: The District Compliance Officer presented a video of "The Mississippi Freedom Summer of 1964" and answered questions in classes.
8. February 6, 2005: The Hate Free Task Force sponsored a discussion of the play "The Colored Museum."
9. March 21, 2005: The District Compliance Officer addressed the first meeting of the Black Student Union on the Santa Rosa Campus. This was the 40th anniversary of "Bloody Sunday," a civil rights march from Selma to Montgomery, Alabama.
10. September 2005: The Hate Free Task Force had a table at the annual Week of Wellness on the Santa Rosa Campus.
11. September 22, 2005: The Staff Diversity Committee had a table at the Expo de Las Americas sponsored by the Hispanic Chamber of Commerce.

DIVERSITY PRESENTATIONS 2005-06

1. September 2005: The Hate Free Task Force had a table at the annual Work On Wellness event.
2. September 22, 2005: The Staff Diversity Committee had a table at the Expo De Las Americas to advertise job openings and educational opportunities.
3. A workshop, "Best Practices in Recruiting and Retaining Diverse Faculty Web Conference," was offered via the Internet. A discussion followed the Web broadcast.
4. August 2005 through May 2006: The District Compliance Officer presented a video of "The Mississippi Freedom Summer of 1964" and answered questions in several classes.
5. The District Compliance Officer presented a seminar on sexual harassment to all members of the Management Team.
6. The District Compliance Office purchased advertising for faculty and management positions in a number of publications and Web sites that target underrepresented populations.

DIVERSITY PRESENTATIONS 2006-07

1. March 7, 2007: The District Compliance Officer was a guest speaker at a noon forum on civil rights sponsored by the Diversity Ambassadors.
2. August 2006 through May 2007: The District Compliance Officer presented a video of "The Mississippi Freedom Summer of 1964" and answered questions in several classes.
3. September 14, 2007: The District Staff Diversity Committee had a table at the Expo de Las Americas to advertise job openings and educational opportunities.
4. The District Compliance Officer presented a seminar on sexual harassment to faculty, staff, and managers.

DIVERSITY PRESENTATIONS 2007-08

1. August 2007 through May 2008: The District Compliance Officer presented a video of "The Mississippi Freedom Summer of 1964" and answered questions in several classes.
2. November 13, 2007: The District Compliance Officer coordinated and presented a workshop on Cultural Awareness.
3. February 2008: The District Compliance Officer presented a workshop on civil rights during Black History Month.
4. The District Compliance Officer presented a refresher course to managers on sexual harassment.
5. A Professional Development Activity Day presentation was made by the District Staff Diversity Committee titled "Cultural Awareness in the Hiring Process."
6. September 14, 2007: The District Staff Diversity Committee had a table at the Expo De Las Americas to advertise job openings and educational opportunities.
7. September 30, 2008: The Equal Employment Opportunity Advisory Committee had a table at the Expo De Las Americas to advertise job openings and educational opportunities.
8. October 2008: The District Compliance Officer presented at the PEDAs staff meeting on issues of transgender, sexual identity, gender accommodations, and related issues.
9. October 2008: The District Compliance Officer presented to the facilities team on sexual harassment and discrimination.

Recruitment and Advertising Sources Spring 2008

- California Community Colleges Faculty and Staff Diversity Registry
Online advertisement and attendance/recruiting at annual job fair
- *Chronicle of Higher Education*
Online and print advertisements (2 print editions and 30 days online)
- Craigslist.com
Online advertisements (30 days online/recruitment)
- Educational institutions throughout California
List of all SRJC openings mailed weekly to this group
- HigherEdjobs.com
Online advertisement (30 days online/recruitment)
- Higher Education Recruitment Consortium (HERC)
Online advertisement
- Internal Announcement
Current list of faculty/administrative recruitments distributed via e-mail to encourage referrals
- Listserv Distributions
Job announcements distributed statewide to all human resources and equal employment opportunity officers and University of California Diversity list
- SRJC Human Resources Web Page
Online advertisement
- *The Press Democrat*
Online and print advertisements (weekly/Sundays)

Recommendation II: Linking Planning and Budget

Recommendation Two: Develop a process to assure that resource allocation decisions are linked to planning efforts and support the goals and priorities identified in the college's Institutional Master Plan.

The accreditation visiting team of 2002 credited the college with making an honest and effective effort to develop a structure to make planning a critical function of the institution. Nevertheless, the team issued the recommendation above, noting the following problem areas:

- Priorities identified in the planning process were not necessarily related to the final decisions about resource allocations; that is, there was a lack of a clear link between budget and planning.
- Several different committees made recommendations for resource allocation without clear coordination among them.
- Communication to the college community about the planning process and the outcomes was not adequate, and, therefore, decision making was not transparent.

In spring 2003, the district began to address the accreditation recommendations. The Budget Advisory Committee (BAC) was asked to make recommendations, and it delivered a final report in summer 2005 titled *Planning and Budgeting: Improving the Process*. This report was presented to the Institutional Planning Council (IPC), and the council concluded that while much of the analysis was sound, the planning process proposed in the report was not workable. In response, the Superintendent/President appointed the President's Linkage Task Force, a multiconstituent group of administrators, faculty, and classified staff, to propose a process that would effectively link planning and budgeting. Concurrently, a multiconstituent task force consisting of faculty, administrators, and classified staff examined the Academic Affairs Program Evaluation and Planning (PEP) process, making recommendations for a fuller, richer, more detailed program review of academic programs. Their recommendations fed into the President's Linkage Task Force.

The goal of the President's Linkage Task Force was to build on the things that were already working well, and to suggest ways to improve in the areas noted above by the visiting accreditation team. The task force met twice a month and worked throughout the 2005-06 academic year. In fall 2006, the task force made recommendations to the Institutional Planning Council (IPC), some of which were accepted and others rejected. Further dialogue during the 2006-07 academic year resulted in a package of recommendations to the Superintendent/President, including: 1) a Program and Resource Planning Process (PRPP) flow chart, 2) a PRPP narrative explaining the process, 3) an annual planning and budgeting process calendar, 4) an institutional planning calendar showing links between planning and budgeting activities, 5) prioritization criteria, and 6) proposed revisions to the charges of the Institutional Planning Council and the Budget Advisory Committee.

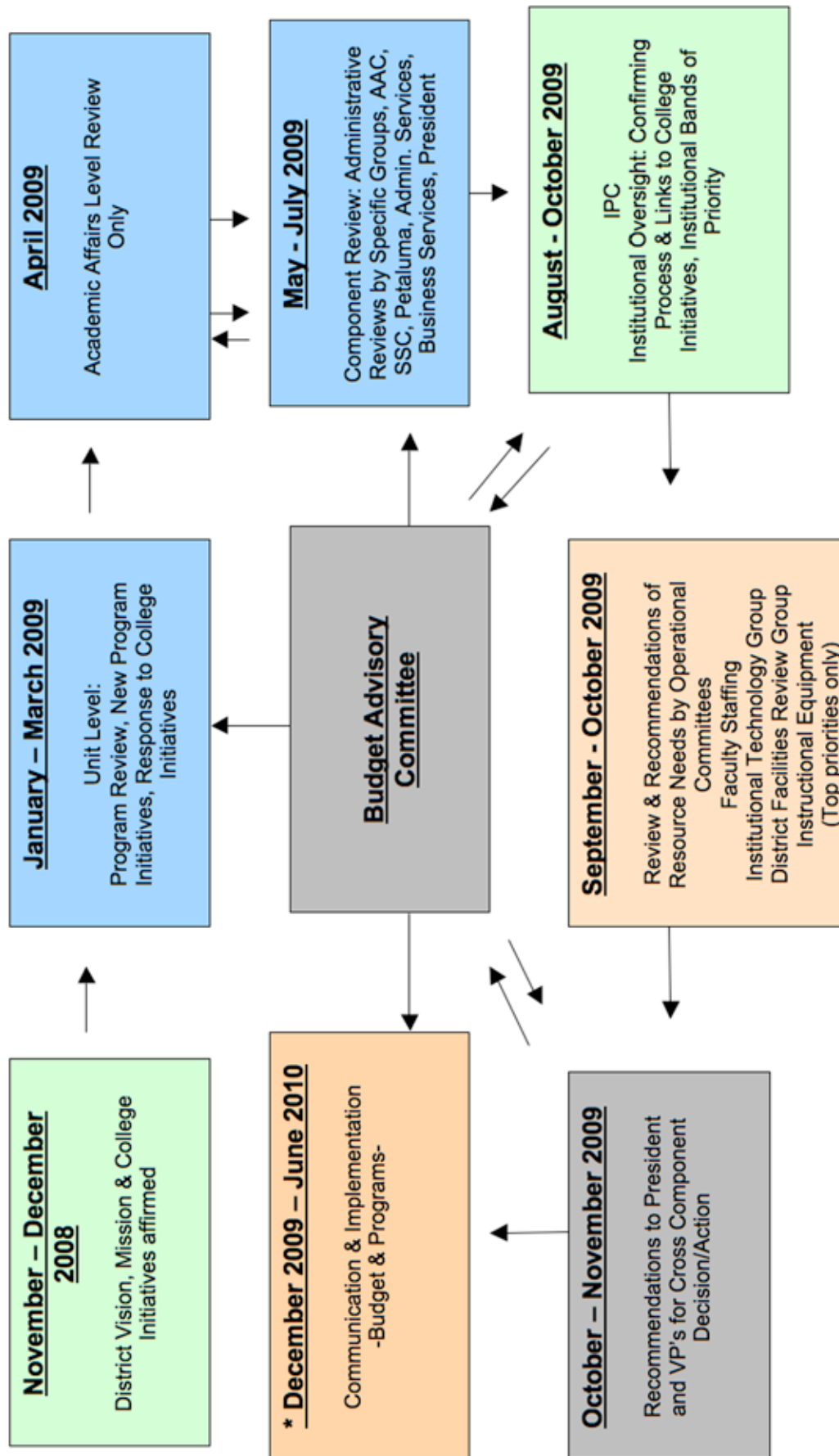
THE NEW PROGRAM AND RESOURCE PLANNING PROCESS (PRPP)

- **Vision, Mission, Values, and College Initiatives.** Based on the vision, mission, and values of the college, each year College Initiatives are recommended by the Superintendent/President and Vice Presidents to the Institutional Planning Council (IPC). The IPC generates dialogue about the proposed College Initiatives and finalizes those in advance of the program review cycle.
- **Unit Level Program Review.** Starting in spring 2008, every program/unit at the college in all components generates an annual PRPP document that requires the same information from everyone, including: program mission, alignment with college mission, analysis of staffing needs, attention to safety issues, reporting on assessment projects at course or program level, analysis of data elements, summary of goals and accomplishments from the previous cycle, and establishing new goals for the next cycle. All programs/units receive the same core data that provides financial information, various ratios, and lists of personnel. In addition, Academic Affairs programs receive a well-defined, consistent set of data elements broken out by location. All other programs/units have unique data elements designed for their program or service.
- **Academic Affairs Level Review.** Once the PRPP documents are completed, priorities are then reviewed by the next administrative level, if any. For Academic Affairs, all priorities are reviewed by the cluster deans. The Petaluma administration reviews and prioritizes requests related to that campus.

- **Administrative Review by Specific Component Groups.** Each component, including Academic Affairs, Student Services, Business Services, Administrative Services, and the Petaluma Campus, reviews and prioritizes requests from its area. Academic Affairs and Student Services both have councils that regularly meet and review priorities. This administrative review uses established prioritization criteria to determine bands of priority (high, medium, and low) for new initiatives, faculty staffing, classified staffing, facilities, and equipment. The result is a confirmation of feasibility and development of more refined priorities within the component. The expression of these more refined priorities may vary, but the intent is to move closer to identifying projected action plans within the appropriate planning and budget cycle. For some, this review occurs over the summer.
- **Institutional Planning Council.** The Institutional Planning Council (IPC) is the governance body charged with coordinating all institutional planning. In the fall, IPC reviews the bands of priority of each component. The IPC review confirms that the program review reports, requests, and recommendations reflect the college mission, vision, and initiatives, that the program review process was properly implemented, and that the assignment of institutional bands of priority accurately reflects the outcome of the review process. If there are areas of concern, the reports can be sent back to the component areas for clarification. Fall 2008 was the first time the college engaged in this process, and no doubt some refinements will occur. IPC posted its recommendations on the college planning Web site for the college community to review. IPC is uniquely suited to coordinate planning in its dual roles as a Presidential Advisory Council and Senate Consultation Council. Significantly, the planning process begins with the IPC establishing College Initiatives and ends with IPC reviewing, evaluating, grouping, and integrating the prioritized recommendations that emerge from the component level review. This gives closure to the planning process and ensures that the recommendations that move into the budgeting process are integrated and strongly linked to the college mission, vision, values, goals, and initiatives.
- **Operational Committees.** Where appropriate, program review priorities are forwarded to standing operational committees, such as the Faculty Staffing Committee, the Instructional Technology Group, and the informal Facilities Review Group. The role of the operational committees is to clarify resource needs and recommend priorities for approval. The operational committees will use the PRPP documents and the prioritized lists as a basis for making their recommendations or decisions.
- **Recommendations to the Superintendent/President and Vice Presidents for Cross Component Decision/Action.** After the operational committees have forwarded recommendations, the Superintendent/President and the component administrators are charged with making final decisions and supporting the associated action plans. These responsibilities require an institutional perspective, ensuring that the actions are clearly linked to institutional planning and budgeting. Final decisions will be communicated to the college community by posting on the college planning Web site.
- **Implementation.** The final stages of the planning cycle are the development of the budget document and the program plan for the upcoming year. These are the end results of the planning process, and represent the specific plans the college is adopting for the upcoming academic year.
- **Accountability Review of Prior Year's Cycle by Components Annual Reporting Functions.** Each Vice President reports on his or her goals and action plans at the end of each academic year. Throughout the organization, every program/unit review reports on the accomplishments of their goals and plans in the PRPP document before moving on to the next planning cycle.
- **Role of Budget Advisory Committee (BAC).** The BAC provides input first in the form of economic assumptions to be used by all units in beginning the review process. These are expected to be rather general guidance on the economic picture for California community colleges. The BAC also provides guidance to all segments at the final steps of the planning process. And, finally, the BAC participates in the development of budget strategy and the budget that will be brought forward for approval by the Board. Two members from the BAC, typically, but not necessarily, the cochairs, will sit on the Institutional Planning Council (IPC), thus enhancing the linkage between planning and budget. A flow chart of the new process follows:

Program and Resource Planning Process
Timeline for 2008-2009

Process begins here:



** All new initiatives will be evaluated within 12 months of implementation*

In addition to revamping the planning process, the college devoted considerable resources, time, and collaborative effort to develop a Web-based template for the Program and Resource Planning Process. The Web-based program is called Convergence, suggesting that the various planning threads of the college converge at this point. The Convergence software program gathers together lists of needs and priorities and exports them to master spreadsheets, which can then be considered by planning bodies and decision makers. All employees who have an e-mail account and password can view the PRPP documents on the college Web site, making the process more transparent to the college community. Significant effort was also invested in creating consistent data. A package of consistent data is now posted on the college Web site for each program/unit, allowing greater ease of access to all users. In addition to the common data, each component identified data elements unique to their programs and services. Academic Affairs, in particular, created an extensive data package common to all academic programs.

The new Program and Resource Planning Process (PRPP) has the following key features that address many of the concerns about the previous process:

- Every program/unit at the college in every component participates in the same Program and Resource Planning Process.
- Each planning unit receives a consistent package of core data, generated in a consistent way, eliminating variance across components.
- In addition to the common data elements, each component identifies unique and meaningful data elements for their programs and services.
- Much of the data is posted on the college Web site for ease of access.
- A user-friendly, Web-based template allows multiple editors to collaborate on creating the program review documents and allows multiple approvers to see the results.
- All PRPP documents can be viewed on the college Web site by anyone with an e-mail account, increasing the transparency of the process.
- Planning begins at the grass roots level and moves upward through administrative levels for discussion and prioritization.
- All programs/units are asked to reflect on student learning outcomes.
- Common prioritization criteria have been identified and published.
- The Institutional Planning Council, the highest planning body at the college, is responsible for reviewing the plans and priorities coming from the component administrators. It is IPC's charge to assure that planning is responsive to the district's mission, vision and initiatives and confirm the bands of priority.
- Priorities are communicated to the various recommending and decision-making bodies, all of which can view the PRPP documents on the college Web site.
- Improved communication feedback loops help keep the college community and the individual programs and services informed of the results of their planning efforts.

In spring 2007, the college began to pilot aspects of the new Program and Resource Planning Process (PRPP). A number of Student Services programs and two Academic Affairs programs piloted the new template in a word processing-based format. Academic Affairs began to use the new, consistent packet of PPRP data in spring 2007. In spring 2008, the new Web-based template launched, and all programs/units at the college were required to participate in the new Program and Resource Planning Process. All department chairs, deans, and managers of all programs/units received training in how to use the new template. A new *Writer's Guide to PRPP* was posted on the Convergence Web page. Unfortunately, Convergence had a number of programming flaws, forcing the college to fall back on Word-based templates during spring 2008. The college continued to troubleshoot software and data entry problems during fall 2008.

The PRPP data and prioritization criteria are now being used for decision making. The PRPP documents created in spring 2008 will feed into a prioritization processes in fall 2008. By the time the accreditation visiting team arrives, the college will have completed a full cycle of the new planning process and should have a much better sense of how well the process is working. IPC will be conducting an evaluation of the program review process in late fall 2008, involving input from editors, approvers, and other key participants in the process.

Since the last accreditation visit, the college has engaged in an ongoing dialogue with all constituent groups and within all components to review and refine the program review and planning process. At the same time, the college has incorporated student learning outcomes as an important new element. The new process builds on the strengths of the past and moves the college forward in a way that is more integrated and more transparent to the college community. This new process is intended to contribute to continuous, sustainable quality improvement in programs and services.

EVIDENCE

1. Convergence Web site for Web-based Template
<http://www.santarosa.edu/convergence>
2. Institutional planning calendar showing links between planning and budgeting activities
<https://www.santarosa.edu/accred/docs/2002/Inst%20%20Planning%20Cycle%20chart.pdf>
3. Prioritization Criteria for PRPP
<https://www.santarosa.edu/accred/docs/2002/Prioritization%20Criteria.pdf>
4. Program and Resource Planning Process Flow Chart
<https://www.santarosa.edu/accred/docs/2002/program-unit%20review%20flow%20chart%20Sept%2008.pdf>
5. Program and Resource Planning Process Narrative
https://www.santarosa.edu/accred/docs/2002/PRPP%20Narrative%208_9_08.pdf
6. Program and Resource Planning Calendar
[https://www.santarosa.edu/accred/docs/2002/PRPP%20%20IPC%20Calendar%20%234%20\(6\).pdf](https://www.santarosa.edu/accred/docs/2002/PRPP%20%20IPC%20Calendar%20%234%20(6).pdf)
7. Program Review and Planning Instructions and Orientation
<http://www.santarosa.edu/convergence>
8. Program Review Units, a list of editors and approvers for each program or unit at the college
<http://www.santarosa.edu/convergence>
9. Program and Resource Planning Documents
<http://www.santarosa.edu/convergence>
10. Program Review Reports, data sets for both core and academic data sets
<http://www.santarosa.edu/convergence>
11. Recommended revisions to the charges of the Institutional Planning Council and the Budget Advisory Committee (available in print)
12. *Writer's Guide to PRPP*
<http://www.santarosa.edu/convergence>

Recommendation III: Evaluating Faculty and Staff

Recommendation Three: Develop a performance evaluation system for each employee group that eliminates the backlog of overdue evaluations and clearly defines timelines, accountability, criteria, purposes and desired outcomes of evaluation.

Since the 2002 Accreditation Team Visit, the Office of Human Resources has continued to coordinate and monitor a performance evaluation system for classified staff and the management team. Human Resources staff is responsible for sending electronic instructions, timelines, and the forms. The evaluation forms can now be completed electronically for both the classified staff and the management team. The staff also monitors and tracks which evaluations have been received by the appropriate timelines published. When the deadline has passed for the evaluations to be received, reminders are sent to the immediate supervisor for completion of the forms. If the forms are not completed after this first reminder, another reminder is sent to the supervisor, to the appropriate component administrator, and, ultimately, to the Superintendent/President to follow-up on the delinquent evaluations.

Since the 2005 SRJC Midterm Report, the completion rates for classified evaluations were 74 percent in 2005-06, 94 percent in 2006-07, and 98 percent in 2007-08. Completion rates for management team evaluations were 80 percent in 2005-06, 94 percent in 2006-07, and evaluations for 2007-08 are currently in progress.

Faculty evaluations are coordinated by Academic Affairs. A streamlined process with reduced documentation has been implemented to attempt to address the backlog of overdue evaluations, especially for adjunct faculty. In addition, new features were added to the administration of the faculty evaluation process: 1) an early warning system so that faculty, their department chairs, and deans are alerted almost a year in advance as to who is due for evaluation; 2) an end-of-the-semester report to deans and the appropriate Vice Presidents as to which evaluations still need to be submitted during the term; and, 3) an end-of-the-year summary of all faculty evaluations due, received, and outstanding for that academic year.

The following chart shows the district's rates of completion for performance evaluations in the category of faculty, adjunct faculty, management, and classified. There remains room to improve in the completion rates of all categories of employees. The college anticipates the rate for completion of adjunct faculty will improve as the process for identifying which adjunct instructors require evaluation is further refined. In addition, it is anticipated that a pilot program will be developed between the faculty bargaining unit (AFA) and the district to review the evaluation form and process for specific instructors in short courses that are not more than a few weeks in length. This may place certain adjunct instructors in a different evaluation process, thereby not requiring that they be evaluated with the same documentation or same timelines. This process could lead to higher rates of completion for some of the adjunct faculty evaluations than in previous years. At the time of this writing, the pilot program had recently been implemented, but it has not yet been evaluated.

SRJC Faculty, Adjunct Faculty, Management, and Classified Evaluations

2005-06, 2006-07 AND 2007-08

	2005/06		2006/07		2007/08	
	Total Due for Evaluation	% Evaluated	Total Due for Evaluation	% Evaluated	Total Due for Evaluation	% Evaluated
Faculty	105	74%	86	81%	78	83%
Adjunct Faculty	276	47%	320	52%	403	67%
Management	82	80%	82	94%	Currently in progress	
Classified	384	74%	386	94%	393	98%

Note: Data on faculty provided by Academic Affairs. Data on management and classified provided by Human Resources.

Midterm Report Update

Discussion of Planning Summaries Identified in 2002 Self Study

PLANNING SUMMARY AREA ONE: STRENGTHENING THE PLANNING PROCESS

- Component administrators will be responsible for increasing the visibility of the planning process within their component areas and encouraging the participation of students, faculty, and staff.
- The Institutional Planning Council (IPC) will sponsor informational meetings on conducting and interpreting collegewide research for planning purposes. Key planning documents and reports will be identified and information on accessing them will be distributed.
- The component administrators will strengthen the goal-setting process by increasing emphasis on measurable outcomes and documentation of achievement by spring 2003. Institutional effectiveness will be measured by the evaluation of outcomes on a yearly basis.

See response to Recommendation Two: Develop a process to assure that resource allocation decisions are linked to planning efforts and support the goals and priorities identified in the college's Institutional Master Plan (3.B.3, 4.D.1, 9.A.1).

PLANNING SUMMARY AREA TWO: ALLOCATING RESOURCES

- By spring 2004, the President, in consultation with the other component administrators and the IPC, will define how budget allocation decisions are related to the priorities established by the institutional planning process.

See response to Recommendation Two: Develop a process to assure that resource allocation decisions are linked to planning efforts and support the goals and priorities identified in the college's Institutional Master Plan (3.B.3, 4.D.1, 9.A.1).

PLANNING SUMMARY AREA THREE: ADDRESSING ISSUES OF EQUITY AND DIVERSITY

- The college recognizes the need to offer ongoing diversity/sensitivity training opportunities for faculty and staff throughout the district.
- Academic Affairs and Student Services will collaboratively develop a strategic plan for improving services to the district's growing Latino/Hispanic population.

See response to Recommendation One: Clearly demonstrate that issues of staff diversity in hiring and training are major priorities and commit attention and resources to affect change (2.6, 7.D.2, 10.B.3).

PLANNING SUMMARY AREA FOUR: TECHNOLOGY

- An identified webmaster for the college will monitor and update all SRJC Web pages for accuracy and consistency of representation, as needed.

Santa Rosa Junior College has thousands of pages available on its Campus Wide Information System (CWIS). Rather than select a single webmaster, SRJC has adopted a distributed approach to the development and ongoing maintenance of its Web pages. While many people are involved with the development and maintenance of the CWIS Web pages, the college maintains consistency by requiring Web developers to follow both the *CWIS Web Guidelines* <http://www.santarosa.edu/administration/administrative-services/computing-services/iss/web-guide/web-guidelines.pdf> and Public Relations' *SRJC Departmental Web Guidelines* <http://www.santarosa.edu/administration/administrative-services/computing-services/iss/web-guide/web-packet.pdf> and submit Web pages for content review to Public Relations. The result of these standards has produced a consistent look and feel to the SRJC Web site.

- It is important to increase the awareness of the need to keep student records, personal information, and other confidential data secure from unauthorized viewing.

On December 18, 2006, Santa Rosa Junior College transitioned all students from using their Social Security number as their student ID number, to a Unique Student Identification Number called a "SID." Students are still asked to provide a SSN for Financial Aid recipient data, Federal Tax Credits, and state data reporting, but the new SID number is printed on all SRJC documents and records.

- There is an ongoing need to upgrade the district's technology infrastructure and to provide training opportunities for faculty and staff.

The district has a Strategic Master Plan for Technology that provides for the ongoing need to upgrade the district's technology infrastructure. The district has done a good job of using Measure A bond funds to keep pace with the demands for new technology. These funds cannot be used to provide training opportunities for faculty and staff and the college continues to seek consistency in this area. Additional resources may be needed to improve training opportunities. The district adopted a new, more flexible faculty training format commencing in academic year 2005-06 that allows for more "just in time" training.

PLANNING SUMMARY AREA FIVE: EDUCATIONAL PLANNING

- Academic Affairs and Student Services will continue their efforts to provide appropriate coursework and services to students underprepared for college work.
- Over the next three years, the college will develop and implement a system for ongoing evaluation of student learning outcomes.

See "Project LEARN—Institutionalizing a Student Learning Outcomes Assessment Program at SRJC" in the "Themes" section of the Self Study Report.

Midterm Report Update Chart

Summary Chart Standard-Based Planning Statements (From SRJC's Self Study)

- All entries in red indicate changes made since the 2005 Midterm Report.
- All entries in black have not been modified since the 2005 Midterm Report

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
1.1	IPC will review the Mission Statement format. The appearance of the Mission Statement and Statements of Commitment should be uniform in style and format wherever they appear, so as to be recognizable and deliver a consistent message.	X			The Mission Statement was reviewed and updated by IPC with input from the college community in fall 2005. The Board of Trustees approved the revised Mission Statement on August 8, 2006.
1.3	The Mission Statement, including the statements of commitment, will routinely be addressed when making presentations to the Board of Trustees concerning any new projects, proposals, etc.		X		While the Mission Statement has been cited publicly more than in the past, there is still room for improvement. A proposal was made to add a mission statement reference on board items and other important district documents, and it was tabled until a new mission statement is established.
1.4.1	The IPC will periodically consider whether there are significant changes in the educational environment that warrant an immediate review (and possible revision) of the Mission Statement prior to the regular reviews scheduled every six years.	X			IPC's consideration is the reason why the Mission Statement is being reviewed/revised in AY 05/06 (ahead of schedule)
1.4.2	The IPC will encourage more active involvement in the review and revision process at all levels of the college.	X			See notes above.
1.4.3	The institution will survey the college community regarding their awareness and consideration of and/or reliance on the Mission Statement when determining how they perform their respective functions.	X			All district employees and students were surveyed to gather evidence in preparation for writing the Self Study Report, and questions regarding awareness and utilization of the Mission Statement were included.

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented / In Progress	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
2.1	The Superintendent/President will assign the task of developing a plan to ensure that college Web pages are examined for consistency of design and content, and regularly maintained and updated.	X			The Public Relations Office has been assigned the task of overseeing college Web pages, while the Computing Services Office performs the technical maintenance of Web pages.
2.3	In AY 2002-03 the District Tenure Review and Evaluation Committee will consider developing a statement on the Student Evaluation Form used in the evaluation and tenure review process that solicits feedback about the degree to which faculty present data fairly and objectively.		X		The District Tenure Review and Evaluation Committee is currently reviewing the faculty evaluation article in the AFA contract (Article 14) and all related forms.
2.5	Under the guidance of the Vice Presidents of Academic Affairs and Student Services, by the end of AY 2004-05, the college will develop and implement a method for evaluating collegewide understanding of the commitment to academic integrity, the mutual responsibilities for maintaining this standards, and the consequences for violations.		X		Both Vice Presidents have made concerted efforts to communicate this to faculty via PDA workshops and presentations at the department chair's meeting, and to individual academic departments and districtwide committees. These efforts have not undergone evaluation.
2.6.1	Diversity training workshops should be provided for staff who have a high degree of direct student contact.		X		Many diversity training workshops have been offered. It is unclear whether training has been targeted to staff with a high degree of student contact.
2.6.2	Every effort should be made to hire faculty from ethnically diverse backgrounds to reflect the growing ethnic diversity in both the county and college populations.	X			Working within the parameters of California law.
2.6.3	District awareness of diversity issues should be maintained through ongoing programs that identify specific ways to address inclusiveness and an equitable working and learning environment at SRJC.	X			The District Compliance Officer has offered programming to address this.
2.7.1	Under the supervision of the Athletic Director, the college will continue its current practices regarding athletic recruitment and eligibility, with particular attention to the recommendations from the BVC review team.	X			Although this was a challenge with an interim Athletic Director, a permanent Athletic Director was hired in spring 2007.

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented / In Progress	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
2.7.2	The adoption of Woman's Varsity Badminton as a competitive sport will be considered when enrollments seem to be sufficient.			3	The formation of a Women's Varsity Badminton team was approved; however, enrollment and student interest have been insufficient to field a team.
2.7.3	The Athletic Director will work with the existing e-coms (enrollment communications and management system) task force to best utilize the prospective students' database for contacting prospective student-athletes.	X			The Athletic Department has implemented an online form to effectively and efficiently respond to prospective athletes' inquiries and requests for information.
3A.1.1	On an annual basis, the Institutional Planning Council (IPC) will sponsor informational or training sessions on college-wide data and research (such as the <i>Fact Book</i>). Component administrators will coordinate training for administrators, department chairs, and key classified staff in their areas about what kind of data are available and how to access and interpret them.	X			Efforts include the development of the online datamining tool with multiple related training sessions, and the annual <i>Fact Book</i> publication (posted on the Web since 2001). In addition numerous training sessions have been conducted through faculty PDA days.
3A.1.2	By spring 2003, the IPC will work with appropriate institutional support offices to create an inventory list of key planning documents and reports, including a description of the document or report, its usual distribution, and instructions for accessing it.	X			Key planning documents and reports are now posted on the district's institutional planning Web site: www.santarosa.edu/planning .
3A.2	Each fall IRAG will review and update research priorities.	X			This is happening regularly (more frequently than each fall).
3A.3.1	It is recommended that the IPC review the institutional planning process and consider a two-year cycle for the purpose of setting institutional goals and evaluating accomplishment.	X			Institutional planning has moved to a two-year cycle.

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented / In Progress	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
3A.3.2	It is recommended that by spring 2003, the IPC align the next cycle of institutional goals with the college mission, assuring that the main purpose statements of the mission are supported by goals.	X			With districtwide feedback, IPC adopted six institutional goals (which support the district's mission) for the 2004-2006 academic years that focus on the highest priorities for the district. IPC is scheduled to revise the mission statement in AY 05/06, prior to setting new institutional goals so that the mission can guide the process.
3A.3.3	It is recommended that by spring 2003, the IPC identify key indicators the college may use in evaluating how successfully the college is attaining its mission.	X			After assessment and reflection, the district has moved to an institutional planning model whereby College Initiatives (written with metrics for assessing achievement) are updated annually. In addition, there is longitudinal effectiveness data in the <i>Fact Book</i> , published annually since 2001. Also, key indicators of institutional effectiveness appear in other college documents, such as the standardized data used for the Program & Resource Planning Process (PRPP), the STEP plan, the Student Equity plan, the EOPS plan, and many others. www.santarosa.edu/planning . (see notes above in 3A.3.3)
3A.3.4	It is recommended that, in an ongoing cycle consistent with the planning cycle, the IPC evaluate how well and in what ways the college has achieved its mission and purposes, and report its findings to the college as a whole.	X			Results from the Program & Resource Planning Process (PRPP) for all departments/units will be posted on the district's Web site. The PRPP was designed to require linkages between departments/units and the district's mission and the College Initiatives. The cycle includes annual program review, and annual updates to the College Initiatives (which have written metrics for assessing achievement). www.santarosa.edu/planning .
3A.4.1	It is recommended that by spring 2003, the component administrators strengthen the goalsetting process by increasing emphasis on measurable outcomes, both qualitative and quantitative.	X			After assessment and reflection, the district has moved to an institutional planning model whereby College Initiatives (written with metrics for assessing achievement) are updated annually. The College Initiatives are strategic in nature, helping to set the course to bring desired change at SRJC. www.santarosa.edu/planning .
3A.4.2	It is recommended that by spring 2003, Academic Affairs strengthen its planning processes by adding documentation of accomplishment of departmental goals and objectives, where appropriate.	X			The Program & Resource Planning Process (PRPP) includes a section on departmental/unit goal achievement. www.santarosa.edu/planning .

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented / In Progress	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
3B.1	It is recommended that by spring 2003, each component administrator increase the visibility of the overall planning process within his or her component so that a broader range of students, faculty, and staff are aware of how the process works and how they might participate in it.	X			The Program & Resource Planning Process (PRPP) involves <i>all</i> departments/units in the planning process.
3B.2	It is recommended that by spring 2003, the IPC reconsider the method by which it identifies priorities for improvement and consider using the Integrated Master Plan as the mechanism for identifying priorities.	X			IPC did reconsider the method by which it identifies priorities as evidenced by the 2004-2006 Institutional Goals, numbering six total, that were created with districtwide feedback as a means to focus the efforts of district groups in achieving goals for the common good.
3B.3.1	It is recommended that by spring 2004, key resource allocation committees, including faculty staffing, classified staffing, and facilities and equipment allocation, utilize the Integrated Master Plan as a major factor in making resource allocation decisions.	X			The Program & Resource Planning Process (PRPP) streamlines resource requests while still involving standing key resource allocation committees. The PRPP, in conjunction with the Institutional Master Plan, provide data and direction to guide resource allocation decisions.
3B.3.2	It is recommended that by spring 2004, the President, in consultation with the other component administrators and the IPC, define how budget allocation decisions are related to the priorities established by the institutional planning process.	X			The Program & Resource Planning Process (PRPP) prioritizes resource requests using the Mission Statement and the College Initiatives (updated annually).
3C.1	It is recommended that by spring 2004, in anticipation of the new accreditation standards, the college community be engaged in extensive dialogue about desired student learning outcomes and meaningful measurements of achievement.	X			This plan is well underway. Project LEARN (Learning Enhancement Through Assessment and Reflection) has drafted institutional level student learning outcomes, and developed a plan to begin implementing course level learning outcomes assessment. Two PDA focus days were devoted to learning outcomes assessment in 2004-05. Project LEARN will next need to focus attention on program level outcomes assessment.
3C.2	To increase the level of communication to the public about quality assurance, the <i>Fact Book</i> will continue to be updated and made available online.	X			The <i>Fact Book</i> has been updated annually and posted on the district's Web site since 2001. See http://www.santarosa.edu/research/ .

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
3C.3.1	Beginning in spring 2003, the Institutional Planning Council (IPC) will evaluate institutional effectiveness at the conclusion of each planning cycle. Institutional effectiveness is herein defined as the ability of an institution to match its performance to established purposes, as stated in its mission and goals. IPC will report its findings to the college community as a whole.	X			Institutional Effectiveness is assessed at the districtwide level by IPC through the College Initiatives (written with metrics for assessing achievement), which are updated and affirmed by IPC annually. At the program/unit level, the PRPP is designed to assess effectiveness annually, with results being reviewed by IPC and posted on the Web.
3C.3.2	Following completion of the first Integrated Master Plan in spring 2002, the component administrators will be responsible to review and modify their own planning processes as needed in keeping with the institutional planning cycle.	X			This has been superseded by the Institutional Master Plan (based on the College Initiatives). www.santarosa.edu/planning .
4A.1.1	Appropriate administrators, counselors, and members of the English, College Skills, ESL, and content-area departments will use data to monitor the collegewide impact on students of the new English alignment and curriculum.	X			The Dean, Language Arts and Academic Foundations and faculty from the English and College Skills departments continue to monitor the impact of the changes to the English pathway, the new statewide graduation requirement of English 1A, and to the implementation of a revised placement process due to the utilization of a new English assessment instrument, the CTEP, and the reinstitution (and revision) of the locally managed Writing Sample.
4A.1.2	The Strategic Enrollment Planning Council will review the results of the Student Services Survey and make recommendations to Academic Affairs regarding student access and instructional delivery.	X			Since the self study, an additional student survey has been administered. Updated results have been reviewed by SIEP and included in the SIEP Plan.
4A.1.3	In consultation with the Developmental Education and ESL Task Force, faculty, and department chairs, Academic Affairs will carry out its plan for developmental education, including efforts to provide appropriate coursework for developmental students and a review of prerequisites and advisories related to reading and composition skills.	X			The Basic Skills Initiative (BSI) has helped to focus planning for developmental education. Even prior to the BSI, additional developmental courses in various subjects (history, science) were developed to better serve remedial students.

Standard Number	Text of Planning Statement	Fully Implemented	Partially Implemented / In Progress	Not Implemented (1=high priority to implement, 2=low priority, 3=No longer necessary/applicable)	Comments
4A.1.4	Academic Affairs and Student Services will develop a strategic plan for improving the college's services to the Latino/Hispanic community.		X		The StEP Plan includes suggestions for improving services to the college's significant Spanish language student population.
4A.3.1	Department chairs and the respective deans of Academic Affairs will more clearly define the sequence and time commitment of certificate, degree, and transfer requirements in appropriate college publications.		X		This process has begun with the support of the Dean of General Education, the Director of Vocational Services, and the Counseling Department.
4A.3.2	Academic Affairs will develop a more specific mechanism for informing students and instructors outside a department about significant changes in degree and certificate requirements.	X			Completed. When a program is revised, it appears on the SRJC programs Web site and in the now annual <i>College Catalog</i> . In addition, A&R, Counseling, and others are informed of "version changes" before or upon implementation.
4A.4.1	During the next PEP process, area deans and other administrators will ensure that departments are aware of and have input the summarized profiles submitted for the Educational Plan.	X			This is already part of the process and has been emphasized beginning 2003-2004.
4A.4.2	The college will address the concerns of the programs currently housed in portable buildings in the Strategic Capital Facilities Plan.	X			This is being addressed through the bond-funded facilities planning process.
4A.5.1	The Counseling Department will continue to develop its adjunct training program, focusing on providing high quality information to students.	X			The Counseling Department has regularly scheduled training sessions for adjuncts, and reviews the content of its adjunct training program annually. There is a standing agenda item for the weekly department meetings for updates and training information.
4A.5.2	In light of budget reductions, Student Services and the Counseling Department will review the Matriculation allocation during the next year and identify services essential to students.	X			Much has been done. This is an ongoing effort due our budget problems.

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4B.1.1	Prior to the next accreditation visit, the college will conduct a study to determine the success of the majors program, including its effects on retention, grades, numbers of degrees awarded, or other important criteria.			3	The college has established a coding process to track how many students are participating in approved majors and graduation rates by major. The development of program outcomes assessment will be a more effective assessment of majors.
4B.1.2	The CRC and the Dean of General Education will work with departments and programs to make sure that each official course outline adequately reflects the breadth and depth of the course.	X			After assessment and reflection, the curriculum review process was made more rigorous (beginning in 2002). Monitoring the timeliness of curriculum review has been built into the annual PRPP.
4B.2.1	Academic Affairs and Student Services will develop a plan to review existing publications and explore the expanded use of the college Web site to improve dissemination of accurate information regarding degrees and certificates to students and the public.	X			The issues implied in this recommendation are being addressed through the "catalog advisory group" and the StEP Committee. The college Web site—"CWIS"—is being overhauled in part to address the goal of this statement.
4B.2.2	In AY 2002-03, the CRC will present the college with options for revising the course numbering system.			3	This recommendation will not be addressed at this time, as there are higher priority tasks for CRC.
4B.3	Over the next three years, under the direction of the component administrators and with advice from the IPC, the college will develop and implement a system for ongoing evaluation of student outcomes.		X		The development of student learning outcomes is an Academic Affairs component goal and a major responsibility of the Dean of Instruction, Letters & Social Sciences.
4C.2.1	The General Education Subcommittee will develop a process for reviewing each of the courses in the GE pattern in conjunction with Quadrennial Review.	X			All programs are now regularly reviewed, including a cluster "tech review," and these reviews are monitored through the annual PRPP.
4C.2.2	With administrative support from the Dean of Instruction, General Education, the college will discuss the function and effectiveness of GE area oversight committees as a way to strengthen GE at SRJC.	X			The cluster "tech review" of curriculum performs this function.
4C.2.3	With administrative support from the Dean of Instruction, General Education, the college will develop a statement explaining the relevance of GE to life skills, degrees, and citizenship in language accessible to students. This statement will be placed in the appropriate publications.		X		The college will address these issues through the Student Learning Outcomes Initiative.

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4C.2.4	The General Education Subcommittee will encourage faculty who teach GE courses to explain, at the beginning of each semester and in their syllabus, how their courses expose students to a particular field of study and why their courses have been included in the GE pattern.		X		The college will address these issues through the Student Learning Outcomes Initiative.
4C.4.1	As part of the Plan in 4B.3 (above), the college will initiate a discussion about the measurement of student success/outcomes within the GE program.	X			This has become part of Project LEARN (Learning Enhancement through Assessment and Reflection), the district's student learning outcomes initiative.
4C.4.2	With administrative support from the Dean of Liberal Arts and Sciences, the college will encourage innovation and promote professional development activities that support the faculty's understanding of GE.		X		As part of the Student Learning Outcomes Initiative, the college began developing student learning outcomes for the various general education areas for the associate degree beginning in 2005-2006.
4D.1.1	The CRC, with the support of the Dean of Curriculum and Educational Support Services, will continue to establish clearer definitions and procedures for curriculum development, implementation, and evaluation, including Quadrennial Review.	X			All curriculum is being updated on a regular cycle, and this process is monitored through the annual PRPP. The Curriculum Committee developed a <i>Curriculum Writer's Handbook</i> to provide clearer definitions and procedures.
4D.1.2	With the assistance of disciplinary faculty, the CRC will develop a system to correct incomplete and/or inaccurate course outlines of record.	X			See above (4D.1.1).
4D.1.3	Academic Affairs will assess the need for additional resources to support the curriculum review process.	X			After a thorough review of all positions related to curriculum, a new full-time curriculum technician position was created. In addition, the review process was modified to include cluster tech review.
4D.1.4	The Academic Senate, Dean of Curriculum and Educational Support Services, and CRC will seek ways to recruit and train new faculty and student members for the committee.	X			The Academic Senate is addressing this through the next cycle of assigning faculty to committees in cooperation with CRC.

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4D.1.5	Academic Affairs Council, in conjunction with Department Chairs Council and the Office of Instructional Research, will incorporate standardized quantitative and qualitative data into the PEP process.	X			Done, in terms of quantitative data.
4D.2.1	The Academic Affairs Council will develop and implement an educational plan for off-campus and weekend programs.		X		The Dean of Off-Campus Programs is in the process of completing a comprehensive 5-year plan for the Off-Campus Programs, and is concurrently developing a Weekend College program.
4D.2.2	The District Tenure Review and Evaluation Committee will complete the development and implementation of faculty evaluation mechanisms for the distance education (Open Learning) environment.	X			Completed.
4D.4	The Articulation Specialist will pursue formal articulation for courses as appropriate and provide timely information to the college.	X			This is occurring now.
4D.7.1	In collaboration with the CRC, the DEAC will complete the revision of its evaluation forms and criteria for distance education proposals.	X			The revisions have been completed and will now be reviewed in light of the latest accreditation standards.
4D.7.2	When a new set of Accreditation Standards is disseminated in AY 2003-04, the college will re-evaluate its current processes.	X			See 1, above.
4D.7.3	Student Services will refine its virtual Student Services pilot and seek to incorporate it into the college's broader distance education environment.			3	This program was piloted, and deemed unsuccessful. Instead, the district began providing online student services.
5.1.1	In response to the increase in Latino/Hispanic enrollment, the Admissions, Records and Enrollment Office, in conjunction with the Matriculation Office and Computing Services, will implement Web Link in Spanish during fall 2002.			1	Due to constraints placed on Computing Services in response to budget reductions and the redirection of staff efforts to develop a new student registration system, these plans have been delayed. The StEP Committee has recommended this project be of high priority.

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5.1.2	The noncredit programs, Computing Services, and the Admissions, Records, and Enrollment Development Offices will work together to create a new SRJC noncredit application and new noncredit roster format by the end of spring 2003 and will also develop a Spanish-language version of the new noncredit application.			2	See above.
5.1.3	Admissions, Records and Enrollment Development will work with Academic Affairs to develop guidelines for highlighting information regarding admission and enrollment procedures for noncredit programs in AY 2002/03.	X			Commencing in AY 03/04, all noncredit programs and course offerings are published in the <i>Schedule of Classes</i> and the college Web site.
5.2	It is recommended that by spring 2004, Admissions, Records and Enrollment Development offer the <i>College Catalog</i> in CD-ROM format.			3	Since students are able to access the entire <i>Catalog</i> on the SRJC Web site, the college decided not to produce a CD-ROM format <i>College Catalog</i> .
5.3.1	The district will complete its plan for a centralized one-stop student services center on the Santa Rosa Campus.	X			The proposed Plover Library conversion programming and building schematic is complete. In addition, the district will authorize the construction of a new Doyle Student Center.
5.3.2	All planning efforts for new sites will include an examination of student services needs and a plan for meeting them, and will incorporate the use of technology and other innovative methods for delivery of service.	X			While there is still room for improvement, student service needs are being addressed at all primary sites, including Petaluma and online. Plans are underway to expand student services at the Public Safety Training Center.
5.4	Component administrators, in coordination with the college community, will develop strategies to actively increase the degree of student involvement in the college's planning and evaluation processes beyond that provided through the SGA.	X			The college has expanded its efforts to involve students through focus group, electronic surveys, and classroom-based research surveys.

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5.5.1	Prior to the 2006-07 renewal date for Chancellor's Office approval, the Dean of Matriculation and Student Development will research ADA compliance issues and develop an implementation strategy, should accommodations be necessary.	X			ADA compliance has been affirmed with the exception of the math placement test conversion to braille.
5.5.2	By fall 2004, the Dean of Matriculation and Student Development, in collaboration with the Office of Institutional Research and the Mathematics, ESL, English, and College Skills departments, will assess the feasibility of computerized testing.	X			Computerized testing space has been incorporated in the planned relocation of Assessment Services to the Bernard C. Plover building, to be completed by fall 2007.
5.6	The Student Services Master Plan and the Integrated Master Plan will include specific recommendations from each student service area for providing improved key services and resources at Petaluma and other district sites.	X			Recommendations have come forward and are being implemented as funding permits.
5.7.1	In a regular cycle of at least every five years, the Office of Institutional Research will evaluate the institution's efforts to create a college climate that is supportive of diversity and include the findings in a benchmark planning publication for dissemination throughout the district.	X			"Campus Climate" is address through the Student Survey, which is administered every three years by the Office of Institutional Research.
5.7.2	The college will develop diversity training for faculty and staff that addresses concerns arising out of the Student Services Survey conducted spring 2001.	X			Staff diversity was the theme for the Professional Development Activity Days in AY 03/04. This addressed the concerns from the Student Services Survey of 2001. However, staff diversity training is an ongoing effort.
5.8.1	The Student Affairs Office and Associated Students, working with the appropriate programs, will seek opportunities to increase student participation in co-curricular activities.	X			Student Affairs collaborated with Associated Students to amend the student government constitution, establishing a separate Cabinet in 2003. The nine-member cabinet is charged with implementing traditional and cocurricular programming. In addition, Student Affairs has developed a student leadership seminar.

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5.8.2	The Student Affairs Office will utilize alternative days and times to offer student activities outside of the traditional noon college hour gatherings and events.	X			Student Affairs forged partnerships with numerous college departments to cosponsor activities, such as: health awareness, career days, cultural awareness, club days, student orientation, and support days.
5.8.3	The college will further broaden learning opportunities and social, cultural, and artistic events for the SRJC and area communities through the Community Education and Arts & Lectures programs.	X			SRJC offers more than 700 community education classes per year, enrolling more than 7,000 students. These include approximately 30 events through Arts & Lectures, six concerts through the Chamber Concert Series and the Planetarium, which services over 11,000 people annually.
5.9.1	The Computing Services Department will continue to provide immediate response to all unauthorized attempts to circumvent existing security systems and upgrade systems as needed.	X			The SRJC Computing Services technical specialists have consistently performed this service. New firewall software and preventative measures are evaluated on a regular basis.
5.9.2	All long-term records, including the underground storage facility in Tahoe, will be inspected and assessed on a regular basis as to storage site integrity, film stability, and tape and disk media longevity, as well as the preservation status of paper documents.	X			In spring 2003, college staff visited the Tahoe underground student records storage facility to confirm that the storage requirements were being maintained to standard, and visits will be made on a regular basis in the future.
5.9.3	An ongoing districtwide process needs to be established to oversee compliance with all applicable privacy and security regulations pertaining to confidential student records.	X			Instructor rosters are no longer printed with full SSNs, privacy keypads were installed at A&R service counters, and PIN numbers are available for all students to provide additional security when performing electronic transactions.
6.1.1	The Dean of Learning Resources and Educational Technology will assess the need for additional support staff to meet the needs of expanded service in the library.	X			A formal staffing plan that addresses staffing needs was submitted, and an additional 5.5 FTE of staff were added in Library and Media Services.
6.1.2	The Executive Dean of the Petaluma Campus will ensure that plans for permanent space for the Learning Assistance Center are included in the plans for the build-out of the campus.	X			This has been addressed through facility planning for Phase 2 of the Petaluma Campus.

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6.1.3	The college will address the concerns of the programs that are currently housed in portables (such as MESA) in the Strategic Capital Projects Plan.	X			Plans to phase out the portables are being implemented as new (and remodeled) facilities become available.
6.2	The Dean of Learning Resources and Instructional Technology will work with the Director of Computing Services to explore ways to improve the library's technical environment.	X			Improvements to the existing infrastructure, network servers, and student wireless access have been addressed.
6.3.1	The Dean of Learning Resources and Instructional Technology will review the hours of operation at both libraries.	X			Library Hours have been reviewed. Additional hours of service have been added at the Petaluma Campus.
6.3.2	The Director of Media Services will research automated systems for the circulation of the collection.	X			Manager of Media Services fully researched the best system, and is in the process of implementation.
6.3.3	The Director of Media Services will develop a Web-based program to access the lecture collection.	X			The Media collection is available via the Web.
6.5.1	The Dean of Instruction, Learning Resources and Educational Technology, will follow up on the security concerns of the library and media staff.	X			Security issues and concerns have been addressed for existing and new facility.
6.5.2	As part of their planning activities, the appropriate administrators will consider the staffing needs described in Standard VI as resources become available.	X			5.5 FTE were added to the Library and Media Services staff.
7A1.1	The Committee for Standard VII found sufficient concern regarding the lack of staffing to indicate the need for a comprehensive study to determine the extent of departmental needs for classified staffing at all sites (primary and satellite). The Board and administration will evaluate classified staffing ratios by program, location, etc., as part of the integrated planning process.		X		Since December 2002, the district has imposed a hiring freeze due to the lack of financial resources. However, during the freeze, the Component Administrators have developed a process for ranking which classified positions may be released to fill based on "critical need" to the district. Staffing needs are included in all facilities planning, as well.

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7A1.2	Academic Affairs will examine the ratios of regular faculty to adjunct by departments and sites, and develop a plan that promotes a sense of instructional community among all locations, individually and collectively.	X			Ratios are included in the annual Program & Resource Planning Process (PRPP).
7A.2.1	Now that job descriptions are up to date, Human Resources will establish a process for maintaining currency in all job descriptions.	X			Human Resources has implemented an effective process.
7A.2.2	By 2003, Human Resources, in collaboration with Academic Affairs, will set guidelines on minimum criteria for faculty equivalency.	X			Guidelines for determining equivalency for minimum standards were established as of fall 2007, and were forwarded to the Academic Senate for approval and to the Office of Human Resources for implementation.
7A.3	Academic Affairs will review the faculty staffing allocation process with the goal of initiating recruitments earlier in the year.	X			Timelines have been modified so that faculty recruitments can generally be identified by October or November of each year. In times of budget uncertainty, the maximum number of positions are released as the budget allows.
7B.1.1	The district will establish an accountability system for timely evaluations.	X			An effective system has been implemented. The completion rates for Classified evaluations have been 97% in 2002/03; and 84% in 2003/04. Completion rates for Management Team evaluations have been 100% in 2002/03; and 94% in 2003/04. Between AY 02/03 and 03/04, the regular faculty evaluation backlog decreased by 53%, and the adjunct faculty backlog decreased by 61%.
7B.1.2	Clear guidelines will be established for evaluations of all employee groups, along with regular training for the Management team, with particular attention to responsibilities for multisite evaluations.	X			Clear guidelines are in place for classified, management, and faculty evaluations, and the Management Team has received training in conducting said evaluations. Guidelines and procedures are subject to change due to collective bargaining.

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7B.2.1	The District Tenure Review and Evaluation Committee, All Faculty Association, and the administration will examine the new faculty evaluation process, its purpose and intent, the workload issues, and the timing cycle.		X		In the current revision process, an effort is being made to clarify and streamline the process of evaluation for both regular and adjunct faculty. The process is being made more consistent through the utilization of common concepts and terminology, alignment of practices and documentation, and adherence to a standardized timeline.
7B.2.2	SEIU and the Administration will examine the overall effectiveness of the classified evaluation process.	X			In 2003, SEIU and the district negotiated contract language that clarified the use of the long form vs. short form and when these forms may be utilized. In AY 04/05, the contract article was again reviewed to ensure that the evaluation process for classified staff was still effective.
7B.2.3	The new management evaluation tool and its overall effectiveness will be examined by Management team members and the Superintendent/ President.	X			In July 2003, the Management Evaluation process and timelines were reviewed and revised for clarity, and should continue to be reviewed periodically.
7B.3	The college will work with the All Faculty Association (AFA) through the District Tenure and Evaluation Committee (DTREC) to define and establish criteria to equitably and fairly assess "college service and professional development" of faculty.	X			The faculty contract is being modified (negotiated 07/08) to establish more clearly what constitutes "College Service" and evaluation criteria.
7C.1	Maintain current practices and expand staff development opportunities as resources become available.	X			Current practices were maintained. The provision of "flex activities" is an ongoing process that remains a high priority.
7D2.1	The District Compliance Officer will gather, track, review, and report data annually by employee group and present a comparison between ethnic/gender profiles of both the county population and SRJC student population.	X			The data are tracked and presented in the district's annual <i>Fact Book</i>
7D2.2	The Staff Diversity Committee will review its function and continue meeting regularly.	X			The Staff Diversity Committee continues to meet regularly each month.

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7D.3.1	Human Resources will establish an ongoing training program for hiring Committee Monitors to provide a reasonable pool of trained individuals to perform the monitoring function.	X			The District Compliance Officer is charged with monitoring all full-time faculty and management hiring committees, and with identifying and training individuals to act in his stead.
7D.3.2	To enhance understanding, currency, and review of current policies and procedures, an online summary of recent District Policy Manual changes related to employment practices should be developed.	X			All Board policies and procedures related to employment have been reviewed and are deemed current. All of these policies and procedures are online and accessible at: www.santarosa.edu/polman/ .
8.1	In light of the passage of the bond, the college will refine the development of its Strategic Capital Projects Plan.	X			The 2006 long-range Educational Master Plan will guide further development of the current Strategic Capital Projects Plan.
8.2.1	The institution should pursue available capital construction money to provide funds to cover infrastructure maintenance and improvement, including needed electrical, mechanical, plumbing, roofing, seismic, sewer system, and building system replacements and/or upgrades.	X			The institution has pursued available capital construction monies through many sources, including Measure A, state funding, and numerous rebates.
8.2.2	The college needs to ensure that planning for new construction and staffing for proposed facilities go hand in hand.	X			Staffing plans have been submitted for planned projects. However, these plans are contingent upon additional funding, or decisions to reallocate current resources. Currently under review.
8.2.3	There is a need to develop a plan to replace the older and/or temporary facilities with adequate permanent facilities.	X			Some temporary facilities have already been replaced, and others are scheduled to be replaced as a part of the Space Allocation and Improvement Sequencing Plan, Measure A, and Five-Year Capital Outlay Plan.
8.2.4	Weekend courses should be located in hub locations to maximize the efficiency of maintenance and custodial staff.	X			Efforts to consolidate the location of weekend course offerings have resulted in fewer buildings being opened on the weekends, thus saving some staff time as well as reducing energy costs. Staffing levels (maintenance and custodial) remain lower than optimal on weekends due to fiscal constraints.

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8.3.1	There is a need to prioritize augmentation of police, environmental health and security, and safety budgets each fiscal year for staffing, facilities, equipment, and resources that provide the level of health, safety, personnel, and services needed districtwide during all instructional hours.			1	Due to state budget cuts and a local hiring freeze, this plan has not been implemented. There remains a need, and it is hoped that current staffing and facilities plans will address this need through the Superintendent/President and Vice Presidents of Business Services and Administrative Services.
8.3.2	The college should develop criteria by which all off-site facilities are evaluated for essential health, safety, security, and access issues when they are initially selected for use.		X		The Office of Environmental Health and Safety created a checklist and program guide for off-site facility evaluations. As this checklist is relatively new, and the district reduced off site course offerings, the procedure for full implementation is still underway.
8.3.3	Efforts to review, update, and provide districtwide training with regard to the District Emergency Preparedness Plan should continue.	X			Recent trainings include: CPR, Fire Extinguishers, NIMS, Area Safety, Emergency Reporting, and Hazardous Materials Management.
8.4.1	The institution should identify and pursue resources for funding its technological infrastructure, equipment and furniture, and should develop a comprehensive fixed-asset inventory system for all equipment and furniture in the district.	X			The district has pursued funding for technological infrastructure, equipment and furniture through Measure A, the Technology Master Plan, State Block Grant monies (Instructional Equipment), and is continuing to pursue other options.
8.4.2	A comprehensive district fixed-asset inventory system for all equipment and furniture should be developed by AY 2002-03.	X			See above. In addition, the district has implemented a GASB-compliant fixed asset inventory system.

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8.4.3	The institution should establish a comprehensive five-year equipment capital outlay plan by spring 2003 and update it on an annual basis.		X		As equipment is varied, and funded by separate budgets, it is difficult to establish a comprehensive districtwide plan. However, parts are in place. The district recently adopted a standardized furniture list from which departments can select. New equipment capital outlay plans are developed as new facilities are constructed. It is clear that the district lacks a plan to fund the repairs of equipment. The college does have a Master Technology Plan that guides the acquisition of instructional and administrative technology as well as extensive new facilities equipment lists on a project-by-project basis.
8.5	It is recommended that Santa Rosa Junior College immediately develop a comprehensive physical campus master plan for the Santa Rosa Campus and for each of the other existing and future educational centers. This new, comprehensive, districtwide master plan for physical development should be considered the focusing document in the college's efforts to plan and prioritize the building and remodeling program. Said plan should address all programmatic, departmental, and facilities needs, envisioning these needs from ten to fifteen years into the future. It is anticipated that such a plan could be ready for use by spring 2003. The definition, articulation, and documentation of objectives for the physical growth of the college must be an important and integral component in effective stewardship of the college's resources.	X			There are overall physical master plans for each site within the district. The Space Allocation and Improvement Sequencing Plan (2006) provides a comprehensive, districtwide, program-based master plan for physical development.
9A.1	By spring 2003, Academic Affairs will provide the IPC with an assessment of the new Program Evaluation and Planning (PEP) process, which can be used as part of IPC's evaluation of the overall effectiveness of the planning process.	X			The Program & Resource Planning Process (PRPP), which is overseen by IPC, applies to all programs/units throughout the district.

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9A.2	The Budget Advisory Committee (BAC) will review the <i>Fact Book</i> by December 2002 to determine whether the financial portion provides the necessary key indicators to assist the institution in its long-range budgetary planning processes.	X			The review was completed, and BAC concluded that additional outcomes measures must be developed that are specific to institutional and operational goals.
9A.4	The Budget Advisory Committee (BAC) will provide periodic updates to all employees about the district budget development process.		X		Beginning with the budget crisis that emerged from state fiscal difficulties in AY 02/03, component administrators have periodically issued written reports to all staff concerning the fiscal status of the college and the budgetary options being considered to maintain the district's financial solvency.
9B.1 and 9B.6	By July 1, 2003, the Vice President of Administrative Services will recommend whether the college should move to a fully integrated management information system.	X			The district made the decision to acquire new hardware, and to convert the business software in purchasing, payroll, and position control to the new versions provided by the current vendor (CECC).
9B.4	In light of the large increase in scholarships granted over the past few years, the changes in the economy and the impact of a general obligation bond program, the Superintendent/President will work with the Foundation to reevaluate how much emphasis should remain on scholarships as opposed to other types of college activities that could benefit from the Foundation's assistance.	X			The Superintendent/President, working with the Foundation Board of Directors, has determined that scholarships remain a priority, but that other areas also deserve focus, such as fund raising for the new Doyle Library.
10A.6	It is recommended that the Board and/or the Superintendent/President continue their participation in the community college organizations at the state level.	X			The Board and the Superintendent/President continue to participate in appropriate organizations at the state level.
10B.3.1	The Board and administration should periodically evaluate staffing ratios by program, location, etc., through the college Office of Institutional Research.	X			Staffing ratios are included data for all programs/units as a part of the Program & Resource Planning Process (PRPP).

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10B.3.2	The examination of administrative and procedural change prompted by the college's transition to an institution with multiple campuses and sites should continue and remain a primary goal for the Superintendent/President and the component administrators.	X			An annual cross-component goal addresses this issue. Petaluma Phase II planning helped prompt the beginnings of a Petaluma Educational Plan. Currently, the department chair system and departmental coordination between campuses is being reviewed.
10B.8	In collaboration with the appropriate offices, the Human Resources Department will provide regular orientation and education regarding the governance structure, with ongoing attention paid to orientation for new staff and faculty.	X			The Human Resources Department and Staff Development have developed a training program regarding college governance.
10B.9	Under the leadership of the Superintendent/President, all constituent groups will continue to increase opportunities for classified staff to be involved in governance issues and also increase the number of classified staff who participate.		X		This remains a high priority.
10B.10.1	As a part of the master plan for the Petaluma Campus, the college will include provisions for enhanced student government and activities.	X			The Student Affairs advisor now meets weekly with the Petaluma Campus student representatives to the SRJC Associated Students. Expansion plans for the Petaluma Campus include centrally located space for student government offices.
10B.10.2	Student Affairs will work with Admissions, Records, and Enrollment to develop and implement a student government interest form to be used in conjunction with registration.			2	As resources and staff time permit, Student Affairs will continue to investigate using registration as a possible vehicle for promoting interest in student government.

Abstract of the Self Study/ Accreditation Themes





Abstract of the Self Study/ Accreditation Themes



Abstract of the Self Study

Standard IA: Institutional Mission and Effectiveness

The Mission Statement is well-aligned with the college's institutional purposes, student populations, and commitment to student learning. In support of the mission's call to promote student learning, the college offers a comprehensive array of programs and services, including lower division transfer programs, occupational training programs, basic skills instruction, English language instruction, adult noncredit instruction, and community education. Since the last accreditation visit, the college has increased course offerings at off-site locations; translated key Web pages into Spanish, the primary language spoken by nonnative speakers of English at the college; increased offerings of online classes; and conducted numerous outreach, recruitment, and retention activities for a variety of student populations, particularly the growing number of Latinos in the district. The college now enrolls about 15 percent of the adult population in the district. The college is committed to student learning outcomes and assessment as evidenced by College Initiative V.

The mission of the college is systematically reviewed on a six-year cycle that coincides with the accreditation cycle. The review process is coordinated by the Institutional Planning Council and reflects input from every constituent group. The most recent Mission Statement, which was approved by the Board of Trustees on October 14, 2008, reflects changes prompted in part by the Accrediting Commission's explicit focus on student learning outcomes. The mission is well-publicized throughout the institution.

Standard IB: Improving Institutional Effectiveness

Dialogue regarding student learning and institutional effectiveness takes place at all levels of the institution. The committee structure ensures dialogue in key planning areas such as institutional planning (Institutional Planning Council), budgeting, (Budget Advisory Committee), educational planning (Educational Planning and Coordinating Council), facilities planning (District Facilities Planning Committee), policy review (College Council), and curriculum development (Curriculum Review Committee). Dialogue regarding student learning is ongoing among faculty, primarily at the departmental level. Students participate in assessment of instructional effectiveness via course evaluations and student surveys, and the faculty evaluation process includes faculty reflection on their effectiveness in utilizing student learning outcomes to improve their teaching. The new Program and Resource Planning Process (PRPP) requires all programs/units to state annual goals and to link them to the mission and the College Initiatives (districtwide goals). In addition, the Superintendent/President and each Vice President develop annual component goals setting forth how the College Initiatives will be implemented within their components.

The college utilizes the Web site to document institutional effectiveness, most conspicuously via the annual *Fact Book* and various other standardized reports, including accreditation documents. Surveys indicate that most faculty and staff understand the college's goals and work toward their achievement. However, there is also evidence of dissatisfaction on the part of some employees regarding resource allocation decisions made by some committees. As the new PRPP process goes through its first cycle and is itself evaluated, concerns such as this will be addressed.

Standard IIA: Instructional Programs

The college offers a wide array of programs leading to degrees, certificates, employment, transfer, and personal enrichment. Systems are in place to assure that the quality of the programs is high and that what is offered is consistent with the college mission. College programs and services utilize data developed by the Office of Institutional Research; the Office of Admissions, Records and Enrollment; Computing Services; and the programs themselves to identify student needs and modify programs to address those needs.

Responding to identified needs, the college offers many delivery systems and modes of instruction, including degree and transfer applicable courses, occupational certificate applicable courses, credit and noncredit ESL and basic skills courses, work experience and internship opportunities, self-paced courses, short and compressed courses, online courses, and learning communities.

Having developed seven institutional outcomes, the college is moving toward a “culture of evidence” and has begun standardizing the outcomes assessment process at the course and program level in every department and program. Project LEARN has led the effort to develop outcomes for all of the college’s instructional programs by the fall of 2008, and plans to have outcomes for all of the college’s 2,400 active courses over the next six curriculum review cycles. All Student Services programs have developed student outcomes as well. The quality of the instructional programs is maintained through rigorous processes for the hiring of faculty, curriculum development, and program review. The recently implemented Program and Resource Planning Process (PRPP), which now encompasses these systems, is designed to strengthen ongoing, systematic evaluation and planning efforts to assure the currency, quality, and alignment of programs and services.

Degrees and certificates are based on student achievement of program outcomes. There are over 80 majors to choose from for degree programs, and three options for the General Education component of degree programs, two of which are designed to facilitate university transfer. All meet the requirements outlined in this standard. Occupational certificate programs are carefully aligned with employment standards. Information about degree and certificate requirements is constantly updated and widely distributed through the *College Catalog*, the *Schedule of Classes*, and on the college Web site. The college maintains numerous articulation agreements with transfer institutions and publicizes them via an articulation Web site, a Web link to ASSIST (the CSU/UC official transfer Web site), and through a host of guides for specific majors. A formal methodology is in place for making changes in programs and eliminating programs so that students can complete their programs in a timely manner.

The college constantly strives to present clear, accurate, and timely information to its students and the community through a wide variety of media. The *College Catalog* is published annually, the *Schedule of Classes* three times a year, and the Board Policy Manual undergoes a thorough review every few years. The Web site is a portal for a tremendous amount of information, including an interactive class schedule that reflects changes as they occur. The Office of Public Relations provides broad information to the public at large through print, Web, and broadcast venues. More college publications are being disseminated in Spanish as well as English.

The teaching-learning process is safeguarded through Board policies on academic freedom and academic integrity, as well as the Academic Senate’s Faculty Professional Ethics Statement.

Standard IIB: Student Support Services

Santa Rosa Junior College offers a comprehensive array of support services, including those provided by Admissions and Records and Enrollment Development (ARED), Counseling, Cal Works, Disability Resources (DRD), Extended Opportunity Program and Services (EOPS), the Financial Aid Office (FAO), Matriculation, New Student Programs, Scholarship Programs, Student Affairs, Student Health Services, the Transfer Center, and Veterans Affairs. ARED ensures that students can access services to apply, register, and obtain forms and information easily and quickly, in person, or via the college Web site. The FAO provides access to government and private financial resources (including the unique Doyle Scholarship program) and conducts outreach programs to students and their parents throughout the district. Comprehensive matriculation services are provided throughout the district, and matriculation data is collected to assess the impact of support services on student retention, persistence, and attainment of educational goals. DRD provides both instructional programs and accommodations for disabled students. The Office of Schools Relations maintains close contact with high school students and their counselors. In the spring of 2008, many services moved from various locations to the newly remodeled Plover Hall, providing one-stop shopping and easy access to many related programs.

While services are varied and comprehensive, the college continues to extend access, addressing concerns at the Petaluma Campus, the needs of ESL students at the SRJC Southwest Santa Rosa Center, and the needs of Public Safety students at the Public Safety Training Center.

The Student Affairs Office offers a number of cocurricular programs, events, and activities, and students can also participate in the governance process through the Associated Student Senate. Other programs designed to enrich student life and encourage personal and civic responsibility include the Arts and Lectures Program, the Mathematics, Engineering and Science Achievement Program (MESA), the Puente Program, the First Year Experience, Smart Start Learning Communities, and numerous health-related programs.

The Counseling Department employs approximately 27 full-time and 57 adjunct counselors who provide outreach activities, orientation, initial and ongoing counseling, and counseling courses designed to enhance student development and help students achieve their educational goals. Comprehensive services are provided at both campuses and online. In 2006-2007, working with the New Student Program, the Counseling Department implemented a comprehensive and welcoming approach to working with new students, as well as a First Year Experience Program designed to introduce students to higher education.

A number of programs support and enhance student understanding of diversity. Associate degree requirements now include the categories of Global Perspectives, American Cultures, Ethnic Studies and Environmental Literacy. Latin American Studies, Women and Gender, Religious Studies, and Global Studies are now approved majors. The college has long operated a popular Study Abroad Program, and hosts a number of visiting students from Sweden and Mexico, in addition to enrolling about 100 F-1 visa students a year from some 34 countries. Several presentations sponsored by various programs address such subjects and topics as the Middle East, the Holocaust, hate groups, and sexual orientation.

The college takes seriously its obligation to evaluate admissions and placement instruments and minimize biases. The Office of Institutional Research works closely with Assessment Services Center staff and discipline faculty to establish and validate assessment instruments in a manner consistent with good practice and state regulations. The college also follows FERPA and state regulations regarding the proper maintenance, backup, and release of student records.

Standard IIC: Library and Learning Support Services

The college's library and learning support services are offered through Library Services, Media Services, Academic Computing, and the Tutorial Centers. Individually and collectively they support student learning and significantly enhance the quality of the college's instructional programs. In all of them, faculty and other qualified staff are regularly consulted and involved in decisions regarding instructional equipment, instructional materials, and the configuration of services.

Library Services

The libraries at the two campuses function as a unified service, sharing a unified catalog and database subscriptions. In Santa Rosa, the Library Services occupies the top three floors of Doyle Library, with a print collection of over 125,000 titles and 399 print subscriptions. In June 2008, Mahoney Library in Petaluma moved to a new 43,000 square foot facility, with a collection of 18,850 titles and 184 print periodicals. Well-articulated borrowing agreements with other agencies and membership in a regional consortium of libraries enhance the collections. The libraries offer a comprehensive instructional program (in 2006-2007, 51 classes were offered, ten of them online) with a focus on information competency. Survey data consistently reveals a high degree of satisfaction among students.

Media Services

Media Services provides media circulation, production, and technical support to the entire college community at both campuses. In addition to several hundred CDs and DVDs circulated out of the two libraries, Media Services provides audiotape reproduction, in-library circulation of videotaped material, and media research assistance. Access to media collections at Sonoma State University is provided through cooperative use agreements. Survey data consistently reveals a high degree of satisfaction among students.

Academic Computing

Academic Computing facilitates access for students, staff, and faculty to the resources needed to succeed in their instructional computing objectives. In addition to assisting with the planning, evaluation, acquisition, and implementation of computer technologies, the program coordinates departmental computer facilities and manages multicurricular computing facilities. Altogether, Academic Computing supports 58 separate computer facilities housing 1,750 instructional microcomputers. Recently the program launched the Center for New Media where faculty and staff can learn about new technologies and get help with new projects.

Tutorial Centers

The Tutorial Centers are heavily used at both campuses with about 3,000 students at the Santa Rosa Campus and over 370 at the Petaluma Campus. It is anticipated that the number of students in Petaluma will increase dramatically when the center moves into new facilities. About 75 student tutors provide service at the two campuses, in addition to several part-time instructional assistants. Tutor training is ongoing. Survey data consistently reveals a high degree of satisfaction among students.

Standard IIIA: Human Resources

The college has developed and documented procedures for determining staffing levels and recruiting and hiring individuals to fill positions in each category of employment: faculty, classified, and management. All recruitments are advertised widely, with targeted advertising when needed. Most faculty hiring processes and many classified and management processes include an evaluation of practical skills. Human Resources verifies that candidates meet minimum qualifications, and job descriptions and announcements are reviewed regularly.

The college evaluates all staff systematically and at stated intervals with the intent to assess effectiveness and encourage growth and improvement. However, while most employees believe the evaluations give them meaningful feedback, about 35 percent of the adjunct faculty who completed the 2007 Accreditation Faculty/Staff Survey do not. In spite of tracking systems, not all evaluations are completed in a timely manner.

As more and more courses are updated to include measurable student outcomes, and as more and more instructors are trained to develop and use them, the District Tenure Review and Evaluation Committee (DTREC) will discuss ways to revise the faculty job description to reflect the importance of student learning outcomes identification and assessment.

The college consistently meets its full-time faculty obligation as determined by the California Community Colleges Chancellor's Office, and maintains sufficient numbers of managers and staff. However, it has rarely exceeded that obligation over the last five years due to budget constraints.

The college's personnel policies are distributed broadly online and in print. The intention of these policies is not only to hire and retain outstanding faculty and staff, but also to maintain sound and fair employment practices. Fairness in employment practices is also addressed in the collective bargaining contracts. The contracts, Board Policy, and administrative procedures provide clear and specific language regarding the security and confidentiality of personnel records.

The college addresses equity and diversity in its policies and practices, and maintains appropriate programs, practices, and services that support its diverse personnel. However, the 2007 Faculty and Staff Accreditation Survey, as well as the 2007 Student Accreditation Survey, indicated some dissatisfaction with the state of equity and diversity in the institution. Despite factors that may be beyond its control, the college should reflect on its practices with regard to attracting diverse candidates.

The college is strongly committed to professional development, providing a wide variety of programs and opportunities for faculty, classified staff, and managers.

Standard IIIB: Physical Resources

Santa Rosa Junior College maintains two comprehensive campuses, Santa Rosa and Petaluma, and two certified instructional centers, the Public Safety Training Center at Windsor, and the SRJC Robert Shone Farm Agricultural Center in Forestville. The college's physical facility inventory includes 549 acres, 1,539,172 gross square feet, and 764,141 assignable square feet housed in 65 buildings containing 1,756 classrooms, laboratories, offices, libraries, media services, and other support space. In addition, the college offers courses at dozens of sites throughout the district.

Facility planning at Santa Rosa Junior College involves the integration of many planning initiatives such as the annual updates of its Five-Year Capital Outlay Plan and deferred maintenance needs required by the California Community Colleges Chancellor's Office; updates of the college's Physical Master Plan required by the Board of Trustees; and specialized facilities plans provided by consultants. Although the previous program and planning review process did not always consistently link facility planning with program priorities, it is hoped that these concerns will be addressed by the new PRPP.

Thanks to careful planning, effective use of state funding, and the community's support of local capital bond funding, the college has been able to modernize old facilities and construct new buildings needed to support its programs and support services, and in recent years it has met or exceeded its facilities goals. However, the college needs to evaluate its current, four-day per week class schedule template, which negatively impacts both parking and classroom utilization efficiency.

College facilities are well-constructed and well-maintained. Attention has been paid to needed health and safety improvements, disabled access issues, environmental conservation, emergency preparedness, and parking and circulation matters.

Standard IIIC: Technology Resources

The college provides facilities, technology services, and hardware and software that improve the operations and enhance the effectiveness of the institution. There are over 2,500 computer systems throughout the district with multiple digital resources enhancing learning in all disciplines. The expansion of the Petaluma Campus has resulted in an enormous expansion of technology in instructional programs. Technology-rich services are provided in Media Services, Student Health Services, The Center for Advanced Technology in Education (CATE), the Disability Resources Department (DRD), Institutional Research, MIS reporting, and the libraries. State-of-the-art hardware and software provide crucial support to Student Services, Business Services and Human Resources. Students and faculty are provided with free e-mail accounts, and the College Wide Information System (CWIS), the organized collection of the college's Web pages, went through a major redesign in 2004.

The Strategic Master Plan for Information Technology has been for many years the primary planning guide for acquiring, upgrading, and replacing technology infrastructure and equipment. This plan is now an integral part of the PRPP. Technology training is provided by a number of programs, including Staff Development, CATE, the Center for New Media, and Academic Computing.

Standard IIID: Financial Resources

The college has a long history of financial stability and the prudent use of financial resources in support of its mission, and its resource planning continues to evolve. Since 2001, Academic Affairs relied on its Program, Evaluation, and Planning process and Student Affairs relied on its Program Review process to identify and prioritize its resource needs. The college set out to improve the institutional planning process in 2005 and developed the Program and Resource Planning Process (PRPP) now being implemented. Supported by a new, comprehensive software program (Convergence), PRPP facilitates financial planning, which begins with basic financial assumptions, continues through the budget adoption, and results in final implementation. While financial projections are being made at the component level, the data for developing district priorities for funding are being made at the program level. The two are integrated through various review processes culminating at the Institutional Planning Council, where dialogue occurs and recommendations are formally integrated into the budget process.

Financial stability is a fundamental priority for the institution, guiding short- and long-term financial planning. In the last few years the college has employed a rolling five-year budget model, which integrates many economic features that can warn decision makers about potentially risky financial periods. The college has acted prudently in its handling of insurance and risk management, debt management, and other post employment benefits liability. A very public budget development process ensures financial integrity, with input from every constituent group. Annual independent audits of the college budget and the General Obligation Bond Fund reveal that the college is consistently in compliance with generally accepted accounting principles and presents its financial statements and budget documents fairly in all material regards.

Standard IV: Leadership and Governance

The college has a history of successful participatory governance going back to the creation of the College Council in the 1940s, the elected department chair organization in the 1960s, the establishment of the Academic Senate in the 1970s, and later the creation of student government, faculty and staff bargaining units, and the Classified Senate. All constituent groups participate in the committee system and are represented on the three major councils of the governance system (the College Council, the Educational Planning & Coordinating Council, and the Institutional Planning Council). The responsibilities inherent in the roles of the Academic Senate's collegial consultation role and the Classified Staff and Associated Students participatory role are clearly prescribed in their own bylaws and also referenced in the Board Policy Manual. Responses to the SRJC 2007 Faculty/Staff Accreditation Survey indicate that a large majority of faculty and staff understand and feel positive about the governance structure and committee system of the college.

As the Petaluma Campus has grown in size and complexity, multicampus governance issues noted in the last accreditation report have been addressed in various ways. Efforts have been made to balance the full-time faculty presence in Petaluma, with 15 new regular faculty positions added since the last accreditation visit. The Petaluma Faculty Forum (PFF) was established as a formal subcommittee of the Academic Senate to provide a voice for Petaluma faculty in collegewide governance and planning. A Petaluma Classified Leadership Team now meets monthly to remain informed about campus and collegewide issues.

The Board of Trustees acts in the best interest of the college, serves the district well on both local and statewide levels, and avoids conflicts of interest. Board policies and procedures are clearly defined and adhered to regarding the district as a whole, the Superintendent/President, and the Board itself. Through its policies and commitments, the Board continues to provide the district staff with the resources necessary to implement successful educational programs and services.

The Board annually evaluates the performance of the Superintendent/President and invites input from the leadership of the major constituent groups of the college. The outcomes of the evaluation become part of the President's permanent personnel file and a general summary of the outcomes is shared with the college community.

The Superintendent/President meets his responsibility to guide and delegate institutional improvement and receives input from appropriate administrative, constituent, and governance leaders and groups. This is especially true in areas of planning, budget, instruction, and facilities. The processes structured by Board adopted policy and practiced by the Superintendent/President invite all constituents to participate in the development of goals, priorities, and values for the district through the formal governance system. The Superintendent/President communicates effectively within the college community as well as with the community that the college serves. Data from the 2007 SRJC Faculty/Staff Accreditation Survey indicate that 80 percent of those who stated an opinion were positive about the Superintendent/President's effective leadership.

Accreditation Themes Reflected in the 2009 Self Study Report

INSTITUTIONAL COMMITMENTS

The college explicitly states its commitment to student learning in its Mission Statement, and reaffirms it in publications and planning goals. That commitment is reflected in the wide array and diverse nature of college programs and services (Standard I).

Systems are in place to assure that the quality of programs in instruction, student services, and library and learning support services are high. The array of programs and services is comprehensive, reflecting SRJC's long-standing commitment to address the educational needs of a large population with diverse educational needs and goals (Standard II).

Personnel practices are designed to select excellent faculty, managers, and staff, and high standards are maintained through comprehensive evaluations and high-quality staff development. The college's commitment to appropriate learning facilities is reflected in major construction projects at both campuses. Technology investment is substantial for both instructional and support systems. Financial resources are prudently managed (Standard III).

The governance and committee structures at the college are highly inclusive, with decision-making roles clearly delineated. The faculty has a significant role in student learning programs and services through the Academic Senate, the Curriculum Review Committee, and the elected faculty department chairs. The Board of Trustees adheres to its bylaws and respects the governance processes internal to the college. The Superintendent/President provides leadership to improve master planning, integrate educational planning with resource planning, and develop and define student learning outcomes (Standard IV).

EVALUATION, PLANNING, AND IMPROVEMENT

The Program and Resource Planning Process (PRPP) formally and functionally links college and program-level plans and goals to the mission (Standard I).

Planning and assessment processes for student learning programs and services have been significantly restructured in the last few years, resulting in major changes in program review, the development of student learning outcomes, and the linking of plans institutionally through the PRPP (Standard II).

Planning systems are in place for staffing, facilities (new and replacement), equipment, technology, and budget. The PRPP links these resource plans with program plans (Standard III). The Board of Trustees supports and respects the college planning processes.

STUDENT LEARNING OUTCOMES

College Initiative V, which commits the college to fully implementing a process for assessing student learning outcomes collegewide, reflects the mission's commitment to student learning (Standard I).

Through the Project LEARN initiative, the college is moving toward a culture of evidence and is standardizing the student learning outcomes assessment process in every department and program. The college has committed staff and resources to the ongoing support of the Project LEARN initiative, and the Superintendent/President has made the full development of student learning outcomes a high priority (Standards II, III, and IV).

For more comprehensive information and a history of Santa Rosa Junior College's student learning outcomes initiative, see "Project LEARN: Institutionalizing a Student Learning Outcomes Assessment Program at SRJC," which follows this section.

ORGANIZATION

The college is well-organized to operate programs in support of its mission and has sufficient faculty, support staff, and resources to operate effectively (All Standards).

DIALOGUE

Formal dialogue regarding the mission occurs in connection with the accreditation cycle. Dialogue about how each program's goals reflect the mission and how student learning can improve occurs in the Academic Senate Program Review, Curriculum Review, Project LEARN, and PRPP, as well as extensive dialogue within programs and committees (e.g., EPCC, the Academic Senate) (Standard I and II).

The budget development process and other resource plans (staffing, equipment, facilities) are developed with input from all constituent groups and are widely publicized. Convergence, a new software program, facilitates a new level of transparency of data, making it easier to effectively link program needs to resource allocation (Standard III).

The governance and committee structures at the college are highly inclusive, with decision-making roles clearly delineated. The faculty has a large role in student learning programs and services through the Academic Senate, the Curriculum Review Committee, and the elected faculty department chairs (Standard IV).

INSTITUTIONAL INTEGRITY

Implicit in the mission's commitment to student learning outcomes is a commitment to honesty and integrity among faculty, students, and all others engaged in teaching and learning. This commitment is explicit in SRJC's inclusive governance system; its statements on ethics, academic freedom, and academic integrity; and its efforts to provide clear and accurate information in its policies, course schedules, course outlines, and student learning outcomes (Standard I).

Integrity in the instructional program is maintained through a comprehensive curriculum review process, a comprehensive program review process, mandated instructor obligations to students, policies on academic freedom and academic integrity, and a faculty professional ethics statement. The *College Catalog*, the *Schedule of Classes*, and other documents important to students are reviewed regularly, and student rights and responsibilities are clearly communicated (Standard II).

Personnel practices emphasize confidentiality in the recruitment, selection, and evaluation of employees, as well as in the management of employee files. Financial integrity is ensured by a very public budget development process and regular audits of the college budget and the General Obligation Bond Fund (Standard III).

The governance and committee structures at the college are highly inclusive, with decision-making roles clearly delineated. The Board of Trustees adheres to its bylaws and respects the governance processes internal to the college (Standard IV).



Project LEARN—Institutionalizing a Student Learning Outcomes Assessment Program at SRJC

Introduction: The Santa Rosa Junior College effort to integrate student learning outcomes into its instructional and planning policies has met both challenges and successes, and it continues to be an evolving, organic process. Using the ACCJC “Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes” as a guide, the college could be described as being at the “development” stage, moving toward the “proficient” stage.

In 2002, the college recognized the importance of creating an institutional response to the national movement that approaches instruction as a collaborative opportunity to improve student learning. Although the initiative initially met with some resistance, many faculty members have come to recognize the value in establishing common outcomes, assessing them, and planning for improvement.

This summary of the SRJC student learning outcomes effort provides an overview of the history, structure, trainings, and operations of the SLO initiative. The appendix provides a more detailed listing of these elements. The *SRJC Course and Program Student Learning Outcome Assessment Handbook* as well as training and archived materials are available on the SRJC Web site at <http://www.santarosa.edu/projectlearn/>.

History: In spring 2003, the [Institutional Planning Council \(IPC\)](#) at SRJC determined that the effort to institute student learning outcomes should be spearheaded by the [Educational Planning and Coordinating Council \(EPCC\)](#), as that body is cochaired by the Academic Senate President and the Vice President of Academic Affairs. The Dean of Language Arts and Academic Foundations and the Director of Institutional Research were asked to initiate the effort and report back regularly to EPCC.

In fall 2003, IPC developed new institutional goals for the 2004-2006 academic years. One of the six institutional goals focused on developing student learning outcomes assessment throughout the district. The goal read as follows:

The college will develop a comprehensive program of student learning outcomes assessment, the data and analysis from which will drive a cycle of continuous improvement based on a culture of evidence.

During the same time period, the district committed to having a student learning outcomes assessment focus at both PDA Days scheduled for the 2004-05 academic year.

In January 2004, a group of eight (including six faculty members) attended a special training opportunity in San Ramon, California. Out of this think-tank experience, the group proposed a plan for developing three committees to begin implementing learning outcomes assessment at SRJC: one committee to focus on institutional student learning outcomes, one on course and program-level learning outcomes, and one on communicating and educating the college community about student learning outcomes. Also, the project as a whole was named Project LEARN (Learning Enhancement through Assessment and Reflection). Although there have been several permutations of the committee structure, the original concept has evolved to the current structure of the three basic subcommittees: [i-LEARN](#), [c-LEARN](#), and [pro-LEARN](#). The purpose and function of these committees is explained in the “Project LEARN Operations” section.

In spring 2005, recognizing the need for a strongly coordinated effort, a Project LEARN oversight committee was formed, consisting of the cochairs of the three committees and other key individuals. Again, this committee has had several forms, but it recently became a standing committee as designated by College Council and has a multiconstituent membership. It is the responsibility of this steering committee to provide leadership for the district's efforts to implement learning outcomes assessment and to serve as a sounding board and coordinating body for the three Project LEARN committees.

In the spring and summer of 2005, the steering committee proposed a Student Learning Outcomes Coordinator position (40% faculty reassigned time) to help the college community develop student learning assessment projects. The facilitator was also responsible for coordinating assessment training and is part of the steering committee. A Project LEARN Web site was created that continues to evolve and be a resource for faculty and staff. During the fall of 2005, learning assessment projects began on the course level. Approximately 38 projects were proposed over the following two semesters and their progress was monitored by the Student Learning Outcomes Coordinator. Trainings have been ongoing, and work with the District Curriculum Committee and the Program Review process has further embedded the collaborative inquiry model in institutional policies and practices.

In spring 2007, it was recognized that the SLO Coordinator position would benefit by being expanded to include two individuals, each receiving 30 percent reassigned time. Two faculty members were selected to fill those positions starting in fall 2007. Currently, three faculty members are sharing the SLO Coordinator position responsibilities, each providing specialized expertise to faculty.

Faculty and Staff Trainings: Santa Rosa Junior College has put significant time and resources into training faculty and staff in the collaborative inquiry model. Since the fall of 2003, during the formal Professional Development Activity Days (twice an academic year) there have been 23 workshops offered regarding some aspect of the outcomes effort, from topics as general as "Student Learning Outcomes at Santa Rosa Junior College" to specifics such as "How to Write SLOs for the New Curriculum Database." In fall 2004, an entire Focus Day was devoted to the SLO effort, and a Plenary Address was given by Mary Allen, at that time the Director of the Institute for Teaching and Learning in the CSU Chancellor's Office. In addition to the formal workshops offered through Staff Development, over 70 flex activities have taken place regarding student learning outcomes. In 2007, a standardized flex activity form was developed that allows faculty and staff to gain flex credit while working to define SLOs and determine assessment tools. In addition, the student learning outcomes coordinators have been offering weekly drop-in sessions for faculty and staff who need help developing outcomes or assessment projects.

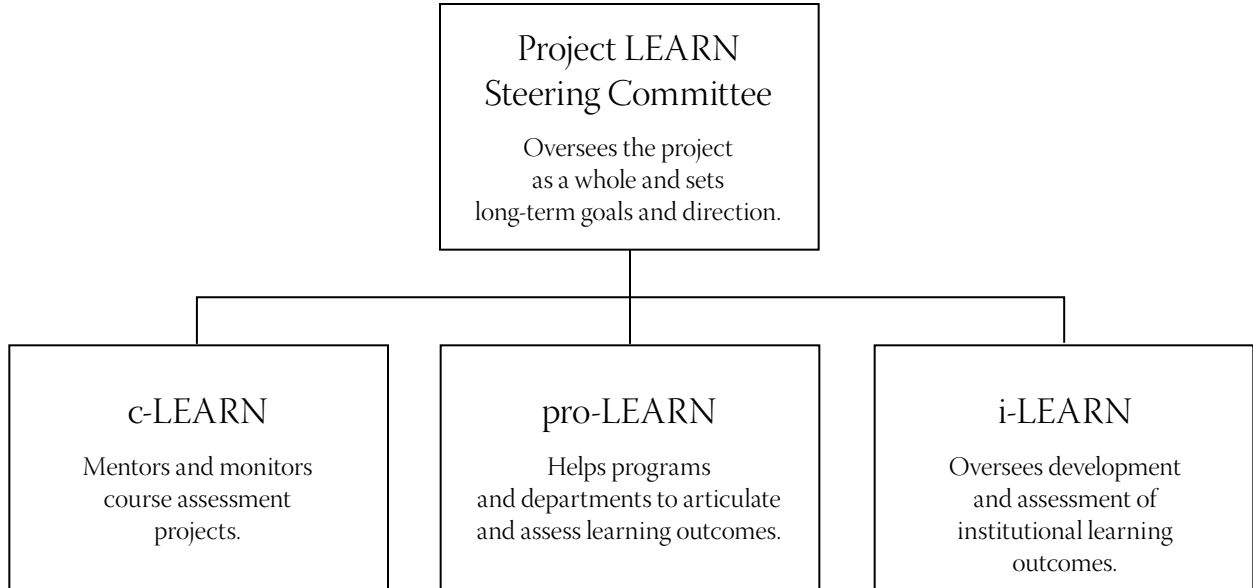
SRJC has also sent many different faculty and staff to assessment conferences. In addition to the San Ramon conference, which was a collaboration between WASC and the American Association of Higher Education, SRJC employees have attended more than 20 other conferences. At more than seven of these conferences, SRJC faculty and staff presented or participated in panel discussions.

Shared Governance: When SRJC started to address the SLO mandate in the 2002 ACCJC Accreditation standards, all early initiative organizers wanted to develop a faculty-driven approach to outcomes assessment that included all of the district's constituency groups. As a result, the SLO Initiative, as the pre-Project LEARN activity was known, was linked to the district's Educational Planning and Coordinating Council (EPCC) due to its multiconstituent composition that includes Academic Affairs administrators, Student Services counselors, instructional faculty, classified managers, and a student representative. From the beginning, SRJC faculty had to represent more than 50 percent of all SLO committees and project teams.

To maintain faculty primacy in the planning process, major SLO strides were vetted through EPCC and then presented to the Academic Senate for final approval. To maintain full constituent awareness and support, regular reports have also been made to the Department Chair Council, Student Government, and the Institutional Planning Council. A member of the Academic Senate who joined Project LEARN also made SLO reports at every Senate meeting.

When the brandable title of Project LEARN was selected, the Steering Committee was created, and it was determined each subcommittee was to be cochaired by an academic administrator and faculty member, one of which also sits on the Steering Committee.

Project Learn Operations



c-LEARN serves to recommend course assessment project elicitation policy and to review and monitor proposed projects. A simple approach was adopted: each year all academic departments are expected to initiate a new course assessment project. The first round in spring 2006 was most successful with 32 distinct projects coming forward. The 2007 group was smaller and motivated the steering committee to identify additional incentives for instructor participation.

Pro-LEARN's first step was to develop the policies and procedures for program assessment. Following the lead of the ACCJC SLO reporting structure distributed in April 2007, degree and certificate program assessment became SRJC's emphasis in this area. Program assessment was included in the second edition of the Project LEARN handbook, written during the summer of 2007 and distributed and posted on the Web after securing approval from college constituent groups during the early fall.

i-LEARN put a year's work into organizing and implementing an extensive and comprehensive solicitation process to gather feedback from all constituent groups about potential institutional outcomes for all students, not just degree or general education students. Ultimately, seven institutional learning outcomes were developed and approved. All seven have been assessed, indirectly, by asking students to self-report gains on a larger scale student survey. In addition, writing, computational, and technology outcomes were assessed directly in 2007 and 2008.

Project LEARN's intention was always to imbed SLO assessment into existing district practices to institutionalize it as fully as possible. To this end, all Course Outlines of Record are now required to have student learning outcomes. In addition, members are able to satisfy their professional development flex obligations by participating in SLO training or project development events. The tracking of SLO assessment is contained within the program review system adopted in spring 2007, which is also soon to be converted to a Web-based process so that all SLO assessment records will be maintained in electronic form.

The development of SLO assessment projects has been facilitated by a number of related activities, frequently with financial support. The Basic Skills/Immigrant Education Initiative (BS/IEI) and the VTEA grant have provided the most financing. The BS/IEI allowed nine instructors to have reassigned time for a year to formalize the outcomes and objectives for many of the English, ESL, and math courses in the prerequisite-driven pathways that lead students to transfer-level success. In conjunction with identifying outcomes, grading standards, example tests, effective instructional practices, curricular refinements and examples of student performance were created or collected. In keeping with grant guidelines, VTEA funds have been made available for eligible projects to the extent that 40 percent of all projects have received support from this source.

The germination of Project LEARN occurred at the same time that SRJC's noncredit ESL program was being transformed by Workforce Investment Act funding. Since this funding is tied to standardized progress measurement, a new five-level course sequence was developed. To accomplish this significant task, noncredit faculty members have been paid to revise curriculum, participate in outcomes-based assessment, and hold writing norming sessions.

Lesser amounts of support have also been directed to assessment activities through departmental activity budgets, the professional development project fund and noncredit matriculation assessment support.

Over the past four years, then, the members of Project LEARN have made significant inroads in their quest to propagate a culture of collaborative inquiry focused on the learning processes and outcomes at SRJC. An ongoing and comprehensive organizational development program has now been set, leading to numerous assessment projects at the course, program, and institutional levels.

Of course, more work and activity lie ahead before the district fully internalizes student learning outcomes as a core pillar of its shared culture. Project LEARN, however, is committed to this goal and is poised to push for continual progress.

Appendix

The following items detail some of the structure, planning, trainings, and operations of Project LEARN. For more information, visit the Web site at www.santarosa.edu/projectlearn.

Project LEARN Steering Committee Structure

BACKGROUND

Student Learning Outcomes are an important element of the new ACCJC accreditation standards. At SRJC, Project LEARN Steering Committee has for several years provided direction to the student learning outcomes initiative, and this fall applied for standing committee status. Standing Committee status gives greater visibility to a key educational initiative required by accreditation. It is a multiconstituent committee, including representatives from Academic Affairs, Student Services, and student government. The College Council reviewed the committee charter and recommended it to the Board of Trustees, which approved the committee charter at their meeting in May 2008.

COMMITTEE FUNCTION

1. Provide a guiding vision and direction for institutionalizing student learning outcomes assessment at SRJC.
2. Develop and recommend an annual strategic plan for the Project LEARN initiative.
3. Develop and coordinate a communication strategy for Project LEARN.
4. In consultation with Staff Development, propose and coordinate an annual schedule of training activities, including chair trainings, PDA presentations, and flex activities.
5. Propose an annual resource request to support student learning outcomes activities.
6. Coordinate the work of the Project LEARN task committees: c-LEARN (course level), pro-LEARN (program level), and i-LEARN (institutional level).
7. Generate cross component dialogue between Academic Affairs and Student Services.

COMMITTEE COCHAIRS

Faculty member, selected from the membership by Academic Senate President

Administrator, selected from the membership by Superintendent/President

FACULTY APPOINTMENTS **APPOINTED OR CONFIRMED BY THE ACADEMIC SENATE*

President of Academic Senate, or Designee*

Faculty Representative*

SLO Coordinator

SLO Coordinator

Faculty Cochair c-LEARN*

Faculty Cochair pro-LEARN*

Faculty Cochair i-LEARN*

ADMINISTRATIVE APPOINTMENTS **APPOINTED OR CONFIRMED BY VICE PRESIDENT OF ACADEMIC AFFAIRS*

Vice President of Academic Affairs, or designee

Vice President of Student Services, or designee

Dean of Liberal Arts and Sciences

Director of Institutional Research

Administrative Cochair c-LEARN*

Administrative Cochair pro-LEARN*

Administrative Cochair i-LEARN*

STUDENT GOVERNMENT APPOINTMENTS

Student Representative

Student Representative

Total: 15 -16 members

TASK COMMITTEES COORDINATED BY PROJECT LEARN STEERING COMMITTEE

c-LEARN: Coordinates course-level assessment. Cochairs confirmed by Academic Senate and Academic Affairs. Voluntary membership will include both Academic Affairs and Student Services representatives.

pro-LEARN: Coordinates program-level assessment. Cochairs confirmed by Academic Senate and Academic Affairs. Voluntary membership will include both Academic Affairs and Student Services representatives.

i-LEARN. Coordinates institution-level assessment. Cochairs confirmed by Academic Senate and Academic Affairs. Voluntary membership will include both Academic Affairs and Student Services representatives.

Project LEARN Organizational Structure

Areas of Responsibility	Project LEARN Steering Committee	Project LEARN Task Committees	Student Learning Outcomes Coordinators
Leadership	Provide vision and overall direction for the initiative.	Provide direction for each level.	Implement vision and direction. Provide leadership to faculty.
Coordination	Coordinates the work of the three task committees: institutional, program, and course.	Coordinates the assessment planning and projects for that particular level; reviews projects or proposals for that level.	Work directly with faculty, and serve actively on Steering Committee and at least one task committee.
Administrative Support	Senior-level Dean, Supervises budget, supports Web site changes, arranges travel, schedules Steering Committee meetings.	Administrative cochair of each task committee provides support.	Student Learning Outcomes Coordinators.
Planning	Develops Strategic Plan for each academic year; develops plans for institutionalization of SLO assessment.	Develops goals and objectives for each level.	Participates in planning and proposes goals.
Monitor progress	Monitors progress on strategic plan and goals at course, program, and institution levels.	Monitors progress on task committee goals.	Keeps records of contacts with individual faculty, disciplines or departments.
Trainings	Develops annual schedule of trainings, and coordinates with staff development.	Proposes trainings, offers trainings, and identify presenters. Develops training materials.	Proposes trainings, offer trainings, identifies presenters, and assists in development of training materials.
Communications	Develops overall communications strategy. Each member communicates with his/her constituency group.	Implements communication strategies for each level.	Implement communication strategy; create and monitor Web site content.
Currency and scholarship	All members maintain currency in SLO scholarship and serve as resources to college community.	All members maintain currency in SLO scholarship, and serve as resources to a particular level.	Maintain currency in SLO scholarship; serve as SLO resources for faculty; attend SLO conferences.
Resources	Proposes annual budget and resource needs, and communicates with Vice Presidents about budget allocations.	Propose budget for each level.	Work within established budgets; identify budget needs.

Project LEARN Goals and Action Plan 2008-09

1. Visible Priority

Make SLOs a highly visible priority for the college in 2008-09.

- 1.1 Analyze and generate dialogue about institutional assessments with key constituencies, including faculty, Academic Senate, chairs, and student government.
- 1.2 Program Outcomes: Identify and post on the Web SLOs for an additional 80 majors and certificates, with mapping of courses to programs.
- 1.3 Post outcomes for Student Services programs on the Web site of each service.
- 1.4 Course Outcomes: Identify SLOs for an additional 500 courses (one fifth), with an emphasis on key courses, including general education, high enrollment courses, courses with multiple sections, pathways, and foundation courses.
- 1.5 Consider identifying the method of assessment in the COR (requires curriculum consideration and Senate approval) and propose a process for doing that.
- 1.6 Each academic department and student service will launch one new assessment project during 2008-09, either of a course or a program and report progress in the PRPP. (Note: Departments are expected to identify, assess, and analyze one SLO and to close the loop in 2009-10 with improvement of instruction and reassessment, as needed.)
- 1.7 Provide regular progress reports to the entire college community about goals and attainment of goals.

2. Communication

Communicate the vision, goals, and results of the SLO initiative to the broader college community.

- 2.1 Each member of the Steering Committee will communicate back to his or her constituent groups regularly.
- 2.2 Project LEARN and SLO Coordinators will use e-mail for regular updates on progress toward goals.
- 2.3 Continue to use *Instructional Notes* for articles, reports from SLO Coordinators, and reporting of success stories. Keep those short and to the point.
- 2.4 Report more often on how SLOs have made a difference at other community colleges or four-year colleges.
- 2.5 Communicate with student government and contact *The Oak Leaf* about a feature article.
- 2.6 Update the Web site with current information and more examples of assessment projects. Make the Web site easier to locate.
- 2.7 Encourage more faculty to use the Web site by providing the link in communications.
- 2.8 Brand the initiative by using the Project LEARN logo on all official communications. Utilize visual communications, such as bookmarks, to remind faculty of Project LEARN.
- 2.9 Utilize the assessment loop as a communication framework.
- 2.10 Remind all faculty to include course SLOs in their syllabi.

3. Broad-based participation

- Increase the number of faculty and staff directly involved with SLO identification and assessment.
- 3.1 Report results of assessment projects and use brief e-mail testimonials with links to the complete report on the Project LEARN Web site.
 - 3.2 Post examples of assessment from many different disciplines on the Web site to serve as an example and inspiration to others.
 - 3.3 Work with the Academic Senate to encourage broad-based participation by developing faculty liaisons for SLOs in every department.
 - 3.4 Consider ways to actively involve students in understanding and participating in the SLO initiative.
-

4. Trainings

- Encourage broad-based participation by assuring that faculty and staff have the necessary skills to identify and assess SLOs.
- 4.1 Develop a list of SLO competencies as one thread of faculty development.
 - 4.2 Assure that department chairs, departmental administrative assistants, and incoming chairs are trained in how to report SLO in program review.
 - 4.3 Encourage more faculty to make use of the *Project Learn Handbook*. Distribute copies to incoming chairs. Make frequent references to Web link.
 - 4.4 Continue drop in workshops with SLO Coordinators.
 - 4.5 Schedule at least two chair trainings for DCC/IM.
 - 4.6 When feasible, use Perkins funding for staff development, conferences, speakers, and contextualized learning.
 - 4.7 Consider ways to address both SLOs and Basic Skills in trainings and workshops (using BSI funds, when appropriate).
 - 4.8 SLO Coordinators will visit Cluster Tech Review Teams to discuss how SLOs relate to Curriculum development.
 - 4.9 Assure that SLO workshops are scheduled for each PDA day.
-

5. Conferences

- Encourage broad-based participation, increase knowledge, and develop new leadership by sending faculty and administrative teams to conferences.
- 5.1 Send a team of SLO Coordinators, faculty, and administrators to Student Success Conference, the League for Innovation Conference (Reno), and other regional conferences such as WASC/ACCJC or Academic Senate, as budgets allow.
 - 5.2 Encourage SRJC faculty and staff to be presenters at conferences.
 - 5.3 Use Perkins funds to send SRJC faculty and administrators to SCOE conference on occupational outcomes.
-

6. Institutionalize SLOs in structures and systems at college

- 6.1 Work with administration and negotiating team to make SLO identification and assessment a mandatory college service for full-time faculty in the faculty job description.
- 6.2 Work with administration and negotiating team to identify and set aside compensated time for both full-time and part-time faculty to work on SLOs
- 6.3 Whenever possible, use flex credit as a compensation mechanism to encourage participation in SLOs.
- 6.4 Revise and update PRPP template to include a better tracking system for SLOs that aligns with the reporting requirements of ACCJC.

Faculty Members Evaluation of Their Own Level of Understanding of Student Learning Outcomes Identification and Assessment

<u>Response</u>	<u>Fulltime %</u>	<u>Part time %</u>	<u>Total %</u>
Thorough Understanding	18%	8%	14%
Good Understanding	46%	37%	42%
Basic Understanding	28%	36%	31%
Limited Understanding	4%	16%	9%
No Understanding	0%	3%	1%
Other	4%	0%	2%

Source: Spring 2008 Survey of SRJC Faculty

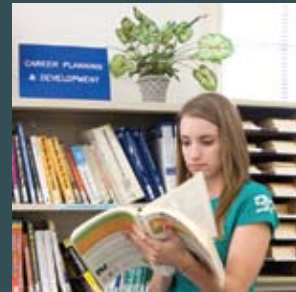
Trend of Trainings for the Student Learning Outcomes Initiative

Type of Training	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Professional Activities Day Workshops	0	2	10	0	5	6
Drop-In Workshops	0	0	0	0	0	30
Departmental Work- shops	0	0	0	0	16	30
Chair Trainings	0	0	0	0	0	3
Conference attendance (Duplicated head- count)	15	20	4	2	12	18

Source: SRJC Staff Development Resource Center

STANDARD I

Institutional Mission and Effectiveness



STANDARD I

Institutional Mission and Effectiveness



COMMITTEE MEMBERS

Administrative Liaison:	KC Greaney	Institutional Research	Management
Cochair:	Michael Meese	Administraton of Justice	Faculty
Committee Members:	Kyra Janssen	ESL	Faculty
	Deborah Sweitzer	Applied Technology	Faculty
	Kimberlee Messina	Science, Technology	Management
	Alicia Jourdain	BAD/BOT/CIS/CFS	Classified
	Peggy Goebel	Health Sciences	Faculty
	Norm Cleaver	Public Saftey Training Center	Management



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard 1A: Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

IA.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

The district's purpose and intended student population are expressed through the Mission Statement, as is the district's explicit commitment to promote student learning (IA.1). The latest revision of the Mission Statement, which affirms the college's broad educational purposes, reads as follows:

Sonoma County Junior College District's mission is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills and enhancing the lives of those who participate in our programs and enroll in our courses.

THIS MISSION AFFIRMS THE DISTRICT'S RESPONSIBILITY TO PROVIDE THE FOLLOWING:

- Lower division academic and vocational education
- Basic skills, English language, adult noncredit instruction, support services to improve student success
- Education, training, and services to advance economic development and global competitiveness

Between credit enrollment, noncredit enrollment, and community education offerings, the Sonoma County Junior College District annually enrolls approximately 17 percent of adults residing in Sonoma County. To accommodate the geographic diversity of students living in the service area, the district offers instruction at two campuses, one in Santa Rosa and one in Petaluma. In addition, the district offers courses at the Public Safety Training Center in Windsor, The SRJC Robert Shone Farm Agricultural Center in Forestville, the Culinary Arts Center, the SRJC Southwest Santa Rosa Center, online, and at various off-site locations to serve students living throughout the district. Additionally, courses are offered internationally through programs such as Semester Abroad and Community Education (IA.2).

Consistent with its purpose, character, and its student population, the Sonoma County Junior College District offers a broad array of student learning programs and comprehensive student support services. The college offers more than 8,500 class sections every year, more than 80 majors/degree programs, and more than 170 career skills certificate programs. Complementing these programs is a broad range of support services, including library and tutorial services, Student Health Services (including psychological services), Disability Resources (including Adaptive P.E., Acquired Brain Injury, and Workability programs), PUENTE, MESA, Healthcare Workforce Development Program (HOPE), academic counseling, financial aid/scholarship, EOPS/CARE, and CalWORKs. The full range of student support services are described in Standard IIB (IA.5).

To increase the knowledge, improve the skills, and enhance the lives of our students, the college has broad and varied curriculum and a rigorous, faculty-driven curriculum process (described in greater detail in Standard IIA). Curriculum is developed through a department-based process, with oversight at the district level to ensure districtwide consistency and conformance with state and other external mandates. As a part of that process, all new and revised courses must include explicit student learning outcomes. Occupational

programs solicit input from their advisory committees to ensure their curriculum and programs are current and relevant, and transfer and academic programs look to articulation agreements with four-year colleges and universities to ensure quality and relevance. In addition, career pathways have been identified with local high schools to encourage students to transfer to SRJC. Specific occupational programs, such as health sciences and public safety, that require outside licensing have yet another level of quality and relevancy assurance (IA.6, IA.7, IA.8, IA.9).

The district's Mission Statement expresses and emphasizes its commitment to student learning by stating, "Sonoma County Junior College District's mission is to promote student learning..." Another example is the published initiative (College Initiative V) to fully implement an assessment process for student learning outcomes at the course, program, and institutional levels. In addition, the district has a standing committee devoted to enhancing student learning through assessment and reflection: Project LEARN. This committee has subcommittees for the course, program, and institutional levels to promote student learning by establishing and assessing outcomes, which in turn informs course, program, and service improvement (IA.3, IA.4, IA.11).

Another example of how the district links the mission to student learning is through the seven overarching institutional student learning outcomes, which were developed through input from 13 districtwide forums including participation from students, faculty, and staff. The mission served as the basis for the development of all institutional learning outcomes. These outcomes have been integrated into the Program and Resource Planning Process (PRPP) and have been assessed via the SRJC 2007 Student Survey (IA.10, IA.11, IA.12).

Yet another example is the Program and Resource Planning Process (PRPP), which asks all departments/units to explicitly link their plans with the mission of the college, and with the institution's College Initiatives (IA.11, IA.3).

As a part of its mission, the college is reaching out to promote student learning through our diverse communities. The district's 2007 Regional Community Needs Assessment documented and publicized the demographic trends in Sonoma County, reflecting an aging overall population and a significant and continuing increase in the county's Latino population. In response, the district has increased course offerings at off-site locations such as Oakmont (a retirement community) and Roseland/Southwest Santa Rosa (a community with a high population of immigrants and nonnative speakers of English). Also, since the last accreditation site visit, the district has translated key Web pages into Spanish, which is the primary language spoken by nonnative speakers of English in both the district and the County of Sonoma. Many other outreach, recruitment, and retention activities have been targeted to Latinos (by far the largest non-White ethnic group in the county and the district), and the district revised the classified hiring request forms to include questions that analyze job duties to determine whether there is a need for bilingual skills to better serve students (IA.13, IA.14).

In response to the changing demographics and needs of SRJC students, the college has increased offerings of online courses and created online student services. In 2007-08, SRJC offered 494 online sections, serving a duplicated headcount of 12,750 students. Online courses allow the college to present courses to students who live in outlying service areas as well as offering courses to students who find it difficult to attend classes during the scheduled class times. As of spring 2008, the district had secured approval from ACCJC to offer entirely online degree programs, and SRJC currently offers sufficient online courses for students to complete three transfer degree programs entirely online: Natural Sciences, Humanities, and Social/Behavioral Sciences. In addition, the district offers a Weekend College Accelerated Degree Program to accommodate working adults (IA.15, IA.16, IA.17).

Many programs at the college communicate the mission to the external community by widely promoting and publicizing the college's multiple instructional options and broad services for students. The Office of Public Relations promotes SRJC through the development of Web sites, publications such as the *Schedule of Classes*, print and broadcast advertising, media relations, and niche marketing enrollment campaigns. The Office of Schools Relations promotes SRJC to all local high schools by facilitating the provision of outreach, assessment, and orientation at the high school site, and by training and updating local high school counselors on SRJC's offerings. All Career and Technical Education programs promote SRJC to the community via their Advisory Committees and ties to local industry. These are but a few examples of how the college communicates its mission to the broader community (IA.5, IA.30, IA.31, IA.32).

While the district overall does a good job of serving students (as evidenced by the SRJC 2007 Student Survey, 2007 Regional Community Needs Assessment, and 2007 Accreditation Student Survey), some areas have been identified for improvement. One common theme was the desire to have the district offer more courses and programs at satellite locations. The district has expanded the Petaluma Campus to better serve the needs of the south county, and is actively seeking the establishment of permanent facilities in off-site locations in the north and west county areas. In addition, the district developed a concept paper for the establishment of an SRJC teaching center in Roseland (southwest Santa Rosa), an area with a high population of low-income, second language immigrants with lower levels of educational attainment. In part due to the Basic Skills Initiative and the Career Development and College Preparation (CDCP) Program and the funding that came with each, the district has also prioritized improving programs and services to basic skills and English as a Second Language students, and to promoting greater matriculation of noncredit students into credit courses (IA.12, IA.18, IA.19, IA.20, IA.21).

As the district is responding to changing student demographics, the Strategic Enrollment Planning (StEP) Committee has identified community outreach, distance education/online instruction, and enrollment management as areas needing improvement. College Initiatives that address changing student demographics include Community Outreach, Development and Involvement, Enrollment Management and Retention, and Basic Skills/Immigrant Education (IA.24, IA.3).

ASSESSMENT

The college meets this standard. The Mission Statement appropriately sets forth the college's broad educational purposes, its intended student population, and its commitment to achieving student learning. There is evidence (cited above) that the college is effectively carrying out its mission.

SRJC uses quantitative and qualitative data and analysis to evaluate institutional effectiveness. There is evidence that SRJC is effectively living out its mission in service to its diverse communities through evolving educational programs and student support services. On the 2007 Accreditation Faculty/Staff Survey, the majority of responders agreed that SRJC is adequately meeting the diverse needs of our community. Evidence from the 2007 Regional Community Needs Assessment indicates that key stakeholders in the community believe we are effectively carrying out our mission: of the community groups surveyed, between 92 and 97 percent of respondents indicated their approval by rating SRJC as "excellent" or "good." The bond measure passed in 2002 is another indication of public endorsement of SRJC (IA.22, IA.13, IA.23).

The district will need to continue to plan for additional sites for additional classes and services as its population base grows and changes (IA.13, IA.18, IA.19, IA.20, IA.21).

1A.2 The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The Mission Statement for the Sonoma County Junior College District was adopted on April 8, 1985, and revised in 1992, 1997, 2001, 2006, and 2008. The current Mission Statement was approved by the Board of Trustees on October 14, 2008. It is published in various public locations, such as the *College Catalog*, the *Schedule of Classes*, and on the district's Web site (IA.25, IA.5, IA.1).

The self study process made more people aware of the Mission Statement, and now it is displayed more prominently on the Web site, and in creative locations such as after the signature line on e-mail for many district administrators, faculty, and staff.

ASSESSMENT

The college meets this standard. The Mission Statement is approved by the governing board and published.

According to the SRJC 2007 Faculty/Staff Accreditation Survey, 83 percent of district employees know where to find the Mission Statement, and 92 percent of survey respondents who registered an opinion agree that the Mission Statement reflects the core purpose of the college. The general meaning of the mission statement seems to be well understood by SRJC faculty and staff (IA.22).

Along with the current approved Mission Statement, there are numerous commitment statements that can confuse individuals as to what the mission of the college is. These commitment statements dilute the impact of the mission statement. If these statements are to be kept, they should perhaps be identified as institutional values, or something else that makes it clear that they support, but are not a direct part of, the mission of SRJC (IA.25).

The district could further promote awareness of the Mission Statement by posting it in offices and classrooms, including it on letterhead, business cards, and in the index of the *College Catalog*, and/or including links to the mission on Board of Trustees agenda items.

IA.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

The Institutional Planning Council (IPC), the district's highest level shared governance planning committee, reviews the Mission Statement on a regular cycle, which coincides with the six-year accreditation cycle. For the most recent revision of the Mission Statement, approved by the Board of Trustees on October 14, 2008, IPC drafted the updated Mission Statement after soliciting input from all faculty and staff via the all-staff e-mail distribution list. Even though review of the Mission Statement is included in IPC's six-year calendar, changes to the Mission Statement could be considered at any time. The most recent changes to the Mission Statement were prompted, in part, by the changes to the accreditation standards calling for more stated focus on student learning (IA.26, IA.27, IA.28).

ASSESSMENT

The college meets this standard. The district's process for periodic review of the Mission Statement, which includes the opportunity for input from all employees, appears to be working effectively.

IA.4 The institution's mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The mission is broad enough to guide all aspects of institutional planning and decision making. While there has been no formal or active process of directly linking the words of the Mission Statement to most plans and decisions, it seems that the intent of the mission is carried through most if not all institutional planning and decision making. A clear example of the mission driving planning is in the area of facilities development. In the past five years, to better serve the changing needs of its community, the college implemented plans to double the size of the Petaluma Campus, create an Agricultural Pavilion, build a large state-of-the-art library, expand the Public Safety Training Center, and construct needed student services facilities, all with the focus of minimizing the college's impact by using environmentally friendly building materials and renewable energy resources (IA.29).

In some instances, such as the development of career and technical education programs, there tends to be a more direct and documented link between the mission and the program, due in part to the requirements for approving occupational programs. There is also evidence that the institutional level student learning outcomes were developed explicitly with the mission as the basis. Many other district planning documents, such as the College Initiatives, implicitly support the mission (IA.6, IA.10, IA.3).

The Program and Resource Planning Process (PRPP) more explicitly links the Mission Statement to department/unit plans, and therefore resource allocation. It is less clear how the mission is used to inform resource allocation of operational costs among sites (Santa Rosa, Petaluma, Public Safety Training Center, Robert Shone Farm Agricultural Center, off-campus sites). It is hoped that the PRPP will make the link between the mission and institutional planning and decision making increasingly transparent as it becomes fully operational (IA.11).

Assessment

The college meets this standard. The college mission is central to institutional planning and decision making.

According to the SRJC 2007 Accreditation Faculty/Staff Survey, most employees agree that “the college’s Mission Statement guides all levels of planning and decision making at SRJC.” However, the level of agreement is much higher for managers, likely because they are more exposed to information regarding administrative decisions and the rationale behind them (IA.22).

The college has made great progress in strengthening the connection between planning and decision making. However, there is room for improvement. The PRPP more explicitly links the mission to college planning at the program/unit level; however, linking the mission to resource allocation is not as clear as it could be, particularly as it relates to allocation of resources among sites.

Standard 1B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

IB.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

The district has structured dialogue at many levels regarding improving student learning and institutional processes. At the highest level, the component administrators (Superintendent/President and Vice Presidents) meet weekly in part to discuss improvements that will enhance student learning and improve institutional processes. The Academic Affairs Council (AAC) and the Student Services Council (SSC) meet bimonthly, and improving and supporting student learning and institutional processes is a frequent topic of those meetings. The governance and committee structure (including multisite representation) ensures ongoing collegial dialogue in key planning areas such as Institutional Planning Council (IPC), Budget Advisory Committee (BAC), Educational Planning and Coordinating Council (EPCC), District Facilities Planning Committee (DFPC), College Council, and Curriculum Review Committee (CRC). Each of these committees has administrative and faculty cochair, and membership from various constituent groups. Minutes and agendas from these meetings provide evidence of the district’s quest for continuous improvement. However, multisite coordination and two-way communication between sites and constituent groups are still a challenge, even within this collegial and representative committee structure (IB.1, IB.2). To that end, the President’s Multi-site Task Force was established in fall 2008. It is expected that the task force report will be completed by fall 2009.

The district has developed an employee evaluation process to further ensure continuous improvement. Faculty, classified staff, and managers assess themselves as well as receive evaluation from their peers and/or supervising administrators. The PRPP is designed to have supervising administrators monitor the currency of evaluations to ensure all permanent employees undergo regular evaluation (IB.3, IB.4, IA.11).

Focused dialogue on continuous improvement of student learning occurs among faculty primarily at the departmental level (although this varies by location). As the college transitions to a fully implemented student learning outcomes process, student learning is currently assessed through grades and other in-class assessments. Students participate in assessment of instructional effectiveness by completing course evaluations, student surveys, and other less formal assessments (IA.4, IA.12, IA.18, IB.4).

Efforts are well underway to establish student learning outcomes at the course, program, and institutional levels (see Section II.A and “Project LEARN—Institutionalizing a Student Learning Outcomes Assessment Program at SRJC” in the “Abstract of the Self Study/Accreditation Themes” section for a full description). Institutional level outcomes, which were developed through dialogue among faculty, staff, and students, are in the assessment phase and will be re-evaluated for effectiveness (IA.4).

Dialogue among staff, faculty, and administrators is built into the Program Resource and Planning Process (PRPP), which also includes program/unit-level goals to improve student learning and institutional processes (see Response to Recommendation II in this self study for more information) (IA.11).

As the college continues to engage in the assessment of student learning, there will be an increased understanding of the meaning of data and research used in the evaluation of student learning. Common sets of longitudinal data that can be found in the annual *Fact Book* and now in the PRPP will assist with this understanding (IA.2, IA.11).

ASSESSMENT

The college meets this standard. Dialogue regarding student learning and institutional processes occurs throughout the college, as evidenced through the governance and committee structure.

The participatory governance process at SRJC ensures broad participation in the dialogue about student learning and institutional effectiveness through the district's committee process. There is room for improvement to encourage dialogue to occur among the same program at multiple sites, and that this dialogue extends to adjunct faculty and other program staff.

The Program and Resource Planning Process (PRPP) has built-in collegial dialogue for continuous improvement of student learning and institutional processes, but it has not been implemented long enough to evaluate its effectiveness.

IB.2	The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
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DESCRIPTIVE SUMMARY

The new Program and Resource Planning Process (PRPP), described in detail in the response to Recommendation II of this Self Study Report, requires all programs/units to state annual goals (with supporting objectives) and to link those goals to the mission and/or the College Initiatives, which are the highest level, broadest districtwide goals. Goals are to be justified through the PRPP document, which includes extensive standardized data. The PRPP also requires annual reflection on the degree to which prior goals have been achieved (IA.11).

The district has followed different institutional planning models over time. Beginning in 2006, after evaluating the prior district practice of setting annual institutional goals, the Institutional Planning Council (IPC) supported the Component Administrators' proposal to establish strategic College Initiatives to improve institutional effectiveness. These initiatives, multiyear in nature, are now the framework for the district's Strategic Master Plan. The college's commitment to achieve these identified initiatives is evidenced in their centrality to the PRPP for every department/unit in the district. Supporting objectives with measurable outcomes have been identified for each initiative, and each will be assessed annually by IPC with a more detailed summary assessment when the initiative has been completed, phased into ongoing operations, or deemed no longer relevant/important (IA.5, IA.3, IA.26, IA.11).

In addition to program/unit goals (articulated through PRPP) and College Initiatives, the Superintendent/President and Vice Presidents (component administrators) develop annual component goals, which are operational in nature and typically set forth how institutional plans will be implemented. Each year in IPC, the component administrators evaluate the degree to which they have achieved their goals and present new or revised goals for the year to come (IB.6).

ASSESSMENT

The college meets this standard. The institution articulates goals and is moving toward defining them in more measurable terms. The institutional members understand these goals and work collaboratively toward their achievement. It is anticipated that the PRPP will improve districtwide awareness of College Initiatives, and improve overall goal setting at the department/unit level.

In the SRJC 2007 Accreditation Faculty/Staff Survey, most employees (70%) agree that they feel well-informed about major initiatives, goals, and/or priorities at SRJC. There was, however, a serious difference by constituent group: nearly 85 percent of managers felt well-informed, while levels of agreement were much lower for other groups (IA.22).

In the same survey, nearly 100 percent of managers indicated that the activities of their “department/unit relate to major goals, initiatives, and/or priorities at SRJC.” The majority of institutional members surveyed understands the district’s goals and works toward their achievement (IA.22).

IB.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analysis of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

The district has struggled to implement a well-aligned and coordinated institutional planning process. For many years, academic programs and student services have each had their own version of program review, but there is not a long history of effectively linking budget to planning. For these reasons, in a multiyear process involving administrators, faculty, and classified staff, a new Program and Resource Planning Process (PRPP) was developed. This process established a new, comprehensive, and systematic cycle of evaluation, planning, resource allocation, implementation, and re-evaluation. (For a more complete explanation, see the Response to Recommendation II of this Self Study Report.) This new process involves all departments/units in the district, and provides for Petaluma component administrator review to ensure integration of multisite planning (IA.11).

Prior to initiating the current PRPP process, resource allocation linking program to budget was not always explicit. Now that the PRPP is in place, there is a vehicle for demonstrating how resources are allocated, including standardized districtwide data (IA.11).

The district uses various measures to evaluate institutional effectiveness. The College Initiatives have supportive goals, specific objectives, and assessment measures to evaluate the achievement of the initiatives. In addition, various districtwide, standardized Web-based data are available to all staff via the annual *Fact Book*, the data mining tool, and PRPP documentation. The 2007 *Regional Community Needs Assessment*, which utilized extensive qualitative as well as quantitative data, is also available online (IA.3, 1A.2, IB.7, IA.11).

The assessment of progress toward achieving stated institutional-level component goals occurs primarily at IPC, where component administrators report on their progress at achieving their annual component goals (IB.6).

ASSESSMENT

The college meets this standard. SRJC has made great strides in linking planning to resource allocation, and in utilizing systematic evaluation to inform improvements.

The new PRPP addresses all aspects of this standard, but it will take some time before evaluations reveal the effectiveness of the PRPP. The IPC will be responsible for conducting ongoing evaluations of PRPP, at least annually.

IB.4 The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**DESCRIPTIVE SUMMARY**

All aspects of this standard (with the exception of allocating necessary resources, as the budget resources from the state are not sufficient) are included in the PRPP, described in detail in the Response to Recommendation II of this Self Study Report. Individuals can participate at the program/unit level, and/or through participation on a shared governance committee. The PRPP was designed in part to address the perception that there has been insufficient two-way communication between the decision makers and the participants. The PRPP requires documentation of this two-way dialogue that should help correct the perceived problem (IB.8, IA.11).

Planning and resource allocation that occurs without the recommendation of an assigned districtwide committee has raised concerns. For example, the Classified Staffing Committee (a participatory standing committee that prioritized classified positions) has been designated as “inactive” since the statewide budget cuts in 2002. However, since 2008 classified staffing decisions made by component administrators require analysis of PRPP data prior to final approval by the Superintendent/President.

Another example is the ad hoc Facilities Review Group, comprised of representatives from Academic Affairs and Facilities, resumed meeting in fall 2007 after a hiatus of a number of years during which time the college planned and built several bond-funded projects, including prioritizing renovations and repairs of instructional facilities (the purview of this group). Although the District Facilities Planning Committee (DFPC) meets regularly, there is a perception that there is not enough two-way dialogue for developing and modifying facilities. Ideally, the PRPP will address these issues by providing detailed data analysis and resource requests for all units/programs in the district.

The district is weathering the second round of state budget cuts since the last accreditation site visit. It has been difficult to fund worthy programs and initiatives at the ideal level. The district has presidential advisory and standing committees to allocate most new resources, such as Faculty Staffing and Instructional Technology. The Technology Master Plan and the Five-Year Facilities Plan are examples of plans that effectively allocate resources directly to specific areas. In these tight budget times, the component administrators have prioritized classified staffing requests and internal reorganizations that have promoted, eliminated, and/or added management and other positions. The full implementation of the PRPP should provide more data and evidence for these decisions, and allow for more participation in the resource allocation process.

ASSESSMENT

The college meets this standard, although there is room for improvement.

Overall, according to the 2007 SRJC Accreditation Faculty/Staff Survey, there is minimal agreement that “the college’s overall planning process effectively incorporates input from the appropriate people or groups in the district.” Of those who had an opinion, 52 percent strongly agreed/agreed, and 48 percent either disagreed or strongly disagreed. Along the same lines, 64 percent of respondents who registered an opinion agreed/strongly agreed with the statement, “Overall, I feel well-informed and aware of SRJC planning matters that affect me.” Thirty-six percent did not. Further, 43 percent of faculty/staff respondents indicate agreement with the statement: “I know how to participate in the college’s process to plan, build, maintain, and repair its physical resources.” Fifty-seven percent disagreed with the statement (IA.22). Clearly, there is room for improvement in these areas, and it is hoped that the PRPP will facilitate necessary changes.

It is too early to evaluate the PRPP to state whether it has fully achieved all it was designed to do. There is some evidence that data from the PRPP is currently being used to inform key resource allocation decisions, including approval of classified and faculty staffing positions.

While IPC formally communicates via agendas and minutes posted on the college Web site and electronically posts the College Initiatives and other planning documents, the institution would benefit from more explicit, transparent communication around institutional planning.

IB.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
DESCRIPTIVE SUMMARY

While there is no formal institutional effectiveness assessment plan, SRJC has pursued other avenues to assure quality to appropriate constituencies. Since 2001, the Sonoma County Junior College District has published an annual *Fact Book*, and posted it on the college Web site. SRJC employees, especially managers and long-term classified staff and faculty, seem well aware of this data source. In addition, key community members such as K-12 school districts and the local media, utilize this resource (IA.2).

Accreditation is perhaps the most important assurance to the public of SRJC's quality. Quality assurance is also communicated through standardized reports that are published on the Web, such as ARCC (Accountability Reporting for the Community Colleges), the annual IPEDS reports from the U.S. Department of Education, and VTEA Core Indicator reports. Data showing outcomes for SRJC students are available from the following public Web sites: California Community Colleges Chancellor's Office, California Postsecondary Education Commission, and the California State University Office of Analytical Studies. These sources show that SRJC students generally post higher than average results on outcomes measures. Links to these sources are provided on SRJC's Office of Institutional Research Web page under "external data sources" (IB.9).

The 2007 Regional Community Needs Assessment was in part a method for collecting public opinion information regarding the college. Overall, in the communities surveyed (high school students, administrators, counselors, Latino service providers, and business/industry), SRJC maintains a strong reputation for quality programs and services. Of the groups surveyed, between 92 percent and 97 percent rated SRJC as "excellent" or "good" (IA.13).

ASSESSMENT

The college meets this standard. The institutional culture at SRJC is clearly moving toward embracing systematic formal assessment for institutional improvement.

IB.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
DESCRIPTIVE SUMMARY

This standard is addressed through the PRPP, described in detail in the Response to Recommendation II of this Self Study Report. It is important to note that the PRPP developed out of a review and modification of the district's prior academic and student services program review processes, and a recommendation that the district needed to expand and improve program review to effectively link budget and planning districtwide. The district believes the PRPP will be an effective planning process for fostering improvement.

Currently, the organizational structure does not explicitly delineate authority/responsibility between functions and sites. Four Vice Presidents have responsibility for functions and one Vice President has responsibility for a site. This hampers institutional effectiveness and integrated planning. For example, the Petaluma administration has the responsibility to establish their class schedule, but academic departments, which are districtwide, have the responsibility to staff those classes. Although considerable effort has been made over the past year to improve collaboration between the Petaluma and Santa Rosa campuses, supervision of courses offered in Petaluma (or other sites) which is shared between on-site administration and department chairs, has sometimes caused confusion. The same lack of clarity holds for some nonacademic departments and services at multiple sites, despite recent efforts to clarify job descriptions and the districtwide responsibilities of key managers (IB.10).

ASSESSMENT

The college meets this standard. However, there is room for improvement.

As the PRPP is new, the district will need to make a formal effort to review and modify the planning and resource allocation processes on at least an annual basis. Evaluation of the initial cycle of PRPP needs to be systematic and outcomes of the evaluation need to be incorporated into the next planning cycle.

As SRJC continues to expand facilities and programs, the district will need to clarify organizational roles and responsibilities between and among functions and sites.

IB.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

After careful assessment, the district determined that the prior program review process was not adequately reviewing evaluation mechanisms. The design of the Program and Resource Planning Process (PRPP) includes program and support services evaluation mechanisms, culminating with an annual districtwide evaluation of effectiveness at the Institutional Planning Council (IPC) level. This is significant because the process now requires all units/programs to undergo participatory districtwide review in addition to program level and component level review. The first annual IPC review is scheduled for fall 2008 (see the Response to Recommendation II of this self study for more information).

ASSESSMENT

The college meets this standard. The PRPP assesses evaluation mechanisms.

As the PRPP is new, the district will need to make a formal effort to evaluate the planning and resource allocation processes on at least an annual basis.

Planning Agenda for Standard I

1. By the end of the academic year 2009-2010, the college will separate the “commitment statements” from the approved Mission Statement as evidenced by a revised Mission Statement.
2. By the end of academic year 2009-2010, the college will more explicitly demonstrate the mission’s centrality to institutional planning and decision making as evidenced by the Program and Resource Planning Process (PRPP) documents.
3. By the end of academic year 2009-2010, the college will formally evaluate the Program and Resource Planning Process (PRPP) to ensure its effectiveness in improving student learning and institutional processes as evidenced by Institutional Planning Council (IPC) minutes and agendas. Results of the evaluation will be used to improve the PRPP process.
4. By the end of academic year 2010-2011, the college will create and implement an assessment process that evaluates institutional effectiveness to foster continuous improvement as evidenced by documentation posted on the SRJC Planning Web page, such as an agreed upon definition of institutional effectiveness and evidence that it is being assessed.
5. By the end of academic year 2010-2011, the college will clarify the respective roles (responsibility and authority) of academic departments, student services, and administrative/business services between and among multiple sites in order to improve institutional effectiveness as evidenced by the Multi-Site Task Force Report.

Resource Documents

- IA.1 SCJCD Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IA.2 *SCJCD Fact Book*
<http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php>
- IA.3 SCJCD College Initiatives
<http://www2.santarosa.edu/pages/planning/college-initiatives.php>
- IA.4 Project LEARN (Learning Enhancement through Assessment and ReflectionN)
<http://www.santarosa.edu/projectlearn/>
- IA.5 *Santa Rosa Junior College Catalog*
http://www.santarosa.edu/schedules/college_catalog/
- IA.6 SRJC Curriculum Review Committee
<http://online.santarosa.edu/presentation/?877>
- IA.7 SRJC Articulation
http://www.santarosa.edu/for_students/student-services/articulation/
- IA.8 SRJC Health Sciences Programs
<http://online.santarosa.edu/presentation/?3980>
- IA.9 SRJC Public Safety Programs
<http://www2.santarosa.edu/pages/public-safety-training-center.php>
- IA.10 SRJC Project LEARN: Institutional level student learning outcomes
<http://www.santarosa.edu/projectlearn/outcomes.shtml>
- IA.11 SRJC Program and Resource Planning Process (PRPP)
<http://www2.santarosa.edu/pages/planning/convergence--web-based-tool-for-prpp.php>
- IA.12 Final SRJC 2007 Accreditation Student Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IA.13 2007 Regional Community Needs Assessment
<http://www.santarosa.edu/research/>
- IA.14 SRJC Spanish Language Web Pages
<http://www.santarosa.edu/bienvenidos/>
- IA.15 SRJC Online Courses
<http://online.santarosa.edu/course/>
SRJC Online Statistics
<http://www.santarosa.edu/doc/stats.shtml>
- IA.16 Examples of SRJC Online Services
<http://www.santarosa.edu/orientation/>
<https://www.santarosa.edu/app/registration-Weblink/>
http://www.santarosa.edu/for_students/student_resources/och/housingSearch.php
- IA.17 SRJC Weekend College
<http://www.santarosa.edu/weekend-college/>
- IA.18 Final SRJC 2007 Accreditation Student Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IA.19 *Roseland Report*
<http://www2.santarosa.edu/media/planning/Roseland%20for%20OIR.pdf>

- IA.20 SRJC College Skills Department and Services
<http://online.santarosa.edu/presentation/page/?21587>
- IA.21 SRJC ESL (English as s Second Language) Department and Services
<http://online.santarosa.edu/presentation/?3048>
- IA.22 SRJC 2007 Accreditation Faculty/Staff Survey
http://www2.santarosa.edu/media/planning/Zoomerang%20_%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%200v.pdf
- IA.23 Measure A (2002) Citizen's Oversight Committee
<http://www.santarosa.edu/committees/boc/>
- IA.24 SRJC Strategic Enrollment Planning (StEP) Goals, 2007-2008
<http://www2.santarosa.edu/media/planning/2007-08%20Step%20Goals.pdf>
- IA.25 SCJCD Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IA.26 SRJC Institutional Planning Council (IPC)
<http://www2.santarosa.edu/pages/planning/institutional-planning-council.php>
- IA.27 Evidence Regarding Updating the Mission Statement
Minutes of the College Council, May 2006
<http://www.santarosa.edu/committees/cc/CC%20Minutes%205-4-06.pdf>
<http://www.santarosa.edu/committees/cc/CC%20Minutes%205-18-06.pdf>
Minutes and Agendas from IPC, AY2005-2006
<http://www.santarosa.edu/committees/ipc/>
- IA.28 SCJCD Six-Year Accreditation Cycle and Planning Calendar
<http://www2.santarosa.edu/media/planning/SCJCD%20planningaccredit%20cycle.pdf>
- IA.29 SRJC Facilities Planning and Updates
http://www.santarosa.edu/about_srjc/facilities-operations/facilities-planning/
<http://www2.santarosa.edu/pages/current-projects/construction-updates/construction-update-16.php>
- IA.30 Occupational Advisory Committees and President's Advisory Council
http://www.santarosa.edu/instruction/jtwd/economic_development_institute/community_partners/index.shtml#occupational
- IA.31 SRJC Office of Public Relations
http://www.santarosa.edu/about_srjc/public-relations/
- IA.32 SRJC Student Affairs Office, including Schools Relations
http://www.santarosa.edu/for_students/student_affairs/
- IB.1 SRJC College Standing and Presidential Advisory Committees
<http://www2.santarosa.edu/pages/presidential-and-standing-committees.php>
- IB.2 Agendas and Minutes of SRJC Standing and Presidential Advisory Committee Meetings
<http://www.santarosa.edu/administration.html#committees>
- IB.3 Management and Classified Evaluation Forms
<http://www.santarosa.edu/hr/forms/>
- IB.4 Faculty Union contract, including evaluation procedures for faculty
<http://www.santarosa.edu/hr/district-information/index.shtml#union>
- IB.5 SCJCD Institutional Master Plan
<http://www2.santarosa.edu/pages/planning/institutional-master-plan-and-planning-glossary.php>
- IB.6 SRJC Component Goals and Year End Reports
<http://www2.santarosa.edu/pages/planning/districtwide-plans-and-goals.php>

- IB.7 SRJC Data Mine
<https://www.santarosa.edu/datamine/>
- IB.8 SCJCD Institutional Master Plan Flowchart
<http://cmsdev.santarosa.edu/media/planning/Planning%20flowchart.pdf>
- IB.9 Accountability Reporting for California Community Colleges
http://misWeb.cccco.edu/arcc_reports/DispSpdsht.aspx
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>
- IPEDS (Intersegmental Postsecondary Educational Data System) College Navigator
<http://nces.ed.gov/ipeds/>
- VTEA Core Indicator Reports
http://misWeb.cccco.edu/voc_ed/vtea/vtea.htm
- Student Right-to-Know
<http://srtk.cccco.edu/index.asp>
- California Community Colleges Chancellor's Office Data Mart
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>
- SCJCD Office of Institutional Research
<http://www.santarosa.edu/research/External-Data-Sources/>
- IB.10 SRJC Superintendent/President Organizational Chart
<http://www.santarosa.edu/hr/district-information/index.shtml#organization>



STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs





STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs



COMMITTEE MEMBERS

Administrative Liaison:	Kris Abrahamson	Liberal Arts	Management
Cochair:	Xuan Ho	Health Sciences	Faculty
Committee Members:	Marti Estrin	ESL	Faculty
	Elona Russell	Music	Classified
	Wanda Burzycki	College Skills	Faculty
	Susan Wilson	Life Sciences	Faculty
	Nancy Chinn	Disability Resources	Faculty
	Maryanne Michaels	EOPS	Management
	April Chapman	Public Safety	Management
	Joel Gordon	Child Development	Management
	Sharon Johnson	Associate Degree Nursing	Management
	Greg Granderson	Counseling	Faculty
	Nora Wheeler	Mathematics	Faculty
	Jim Forkum	PE, Dance, Athletics	Management
	Penny Applegarth	Health Sciences	Faculty
	Eric Thompson	Humanities	Faculty
	Loretta Kelly	Child Development	Classified
	Dave Willat	District Police	Management

Standard II: Student Learning Programs and Services

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard IIA: Instructional Programs

IIA The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the college and uphold its integrity.

DESCRIPTIVE SUMMARY

The college offers a wide array of high-quality programs leading to degrees, certificates, employment, and transfer. The criteria for approval of both programs and courses meet both Accreditation Commission standards and those of the California Community Colleges System. The college has put systems in place to assure that the quality of its programs is high and that what is offered is consistent with the mission of the college and meets student needs. These systems include academic program review (now folded into the collegewide Program and Resource Planning Process), the operations of the Curriculum Review Committee, and the development of student learning outcomes with the leadership of the Project LEARN Committee.

Appropriateness to mission is affirmed by the administrator who signs the course or program proposal form and by the Curriculum Review Committee that approves courses and programs. In addition, each program and service at the college must describe how it aligns with the college mission in the Program and Resource Planning document (IIA.2).

The college has two main avenues for choosing fields of study. For transfer programs, the college aligns its majors with the lower division major requirements of at least three California State University and University of California campuses, and most particularly with those institutions, such as Sonoma State University, to which large numbers of SRJC students transfer. For occupational programs, choices about which new programs to develop are made based on monitoring emerging fields of employment, studying local labor market needs, and soliciting the advice of advisory committees from business and industry. The application process for occupational certificate and degree programs requires the college to demonstrate labor market demand both locally and regionally.

Curriculum currency is assured by a six-year cycle of review in which student learning outcomes, objectives, topics and scope, teaching methodologies, and textbooks are brought up-to-date, as evidenced in the *Curriculum Writer's Handbook* (IIA.1).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.1. Evidence confirms that the college has mechanisms in place to assure that all programs and services align with the college mission. The Program and Resource Planning Process (PRPP) is a new process designed to improve upon the old program review process and to ensure the ongoing monitoring of quality and integrity of programs. The college approves fields of study and programs based on documented alignment with transfer institutions and labor market demand. Curriculum currency is assured by an ongoing review cycle.

- IIA.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.**

DESCRIPTIVE SUMMARY

Identification of Educational Needs

The college identifies the demographics and the educational needs of students through data developed by the Office of Institutional Research (OIR); the Office of Admissions, Records, and Enrollment; individual programs; and discipline faculty assessments. This information is reported to the college community so that departments may develop courses and programs that address those needs within the context of their background and community.

The Office of Institutional Research (OIR) maintains a Web site with both current information and archives of surveys and reports (IIA.3). The most comprehensive representations of data collection and analysis are the current *Fact Book* (IIA.4) and the 2007 Sonoma County Junior College District (SCJCD) Regional Community Needs Assessment (IIA.5). Both are prominently listed on the OIR home page (IIA.3) and the SRJC Planning Web site (IIA.6). The Regional Community Needs Assessment was presented to faculty at the general session of the fall 2007 Professional Development Activity (PDA) day. In the past year, the OIR also processed data from the following surveys and assessments:

- 2007 Accreditation Faculty/Staff Survey
- 2007 Accreditation Student Survey
- Triannual Student Services Survey
- Basic Skills/Immigrant Education Initiative Baseline Measures Study
- Assessment for Institutional Outcomes, Foundational Skills: Technology, Mathematics, and Reading/Writing

Computing Services also compiles data related to student achievement and enrollment from various sources. This information is available to all faculty and staff through the online Lookup program (IIA.7) and can be analyzed through data mining by departments who may drill down into the data for details. Computing Services also provides a packet of information for the Program and Resource Planning Process (PRPP), including budget and human resources data for all units. Data on enrollment, retention, and successful course completion, student GPAs, and participation rates by ethnicity, gender, and age are provided annually to the Office of Academic Affairs, broken out by location.

Individual programs and departments also collect data to be used in planning. Occupational programs in particular have routinely made use of their own surveys of employers and former students when developing programs and courses. Programs also track student success on licensing tests and other external standards to determine whether courses are adequately preparing students for their career fields. Some departments, such as English as a Second Language (ESL) and Disability Resources use internal collection and analysis of data to assess student progress and plan courses and programs accordingly.

Meeting Educational Needs Through Programs

The above sources reveal trends and ongoing needs of the student population and the community surrounding it. The extent to which the college addresses the educational preparation and the diversity, demographics, and economy of the community is reflected in the wide range of courses and programs listed in the *College Catalog* (IIA.8) and *Schedule of Classes* (IIA.9). These include:

- Degree-applicable and transfer-level courses, with approximately 80 majors in liberal arts, sciences, and occupational areas

- Occupational certificate applicable courses (more than 170 certificate programs offered)
- Sequenced courses for the Math and English Pathways, from developmental to transfer level
- Credit and noncredit basic skills courses
- Credit and noncredit ESL courses
- Disability Resources Department services and classes
- Community Education courses

In order to make educational opportunities more accessible to students, courses are offered in a variety of times, locations, and formats. Courses are scheduled weekdays, evenings, and weekends, and classes take place not only on the Santa Rosa Campus and the Petaluma Campus, but also at SRJC sites such as the Culinary Arts Center, SRJC Robert Shone Farm Agricultural Center, and the Public Safety Training Center. Many departments offer courses in other off-campus locations in Sonoma County as well. A variety of formats allow students at all levels to move toward their educational goals. These include:

- Lecture
- Labs (such as computer, language, science labs)
- Work Experience/Internships
- Online and other distance education classes (500 sections in academic year 2008-09)
- Courses for students with disabilities
- Open entry-open exit and self-paced classes
- English as a Second Language (ESL) courses with a vocational focus (VESL)
- Short and compressed classes

Departments use data from program review to plan their offerings, develop new courses, and create and revise programs. This is demonstrated in each department's annual Program and Resource Planning Process (PRPP) report (formerly, the Program Planning and Evaluation (PEP) report). For example, based on data about enrollment efficiency, the Social Sciences Department increased the number of general education courses online. Demographic data from OIR and surveys in the field indicated that more bilingual and bicultural health professionals were needed, leading Health Sciences to apply for and receive a HOPE Grant to offer more academic support for bilingual students interested in careers in the health services. An identified need for classes designed to assist ESL students in their career development led to Vocational ESL for the Health Sciences, Culinary Arts, and Office Careers (IIA.10).

Using Research and Analysis to Assess Progress

At this point, most of the research and analysis used to identify student learning needs and assess their progress is based on either the data coming from the Office of Institutional Research, Computing Services, or from a program's own sources. The data is usually presented as raw numbers; analysis, correlation, and interpretation is left up to the departments. For instance, the English Department analyzed low student success scores and determined that the English Placement Test, used without a writing sample, was placing students at too high a level. This led to a revision of cut-off scores and readoption of the writing component. Recent numbers indicate that students are being placed more appropriately, but rates of student retention and completion are still being monitored.

The use of research and analysis to assess progress toward achieving student learning outcomes at the course and program level is best represented in SRJC's occupational programs. Most occupational programs have routinely made use of industry surveys, employer and former student feedback, student pass rates on licensing tests, and other external measures to determine whether courses are adequately preparing students for their career fields. While most occupational programs have not yet explicitly stated student learning outcomes in college publications and Web sites, outcomes and objectives and program goals are listed

in program handbooks, course syllabi, and in the Course Outlines of Record. Information related to the outcomes is applied in planning. For instance, recently the Viticulture certificate program found that former students were not scoring well on independent, field-related research assignments and, therefore, added two new courses on strategies for reading and reporting information from trade publications.

Many programs, particularly those offering occupational courses, have developed well-defined course outcomes and use systematic assessment, research, and analysis of students' achievement of those outcomes. In addition, at least 25 pilot assessment projects have been launched, and in some departments, such as ESL credit and noncredit and College Skills math, results of student progress are being used to improve teaching and learning. In other programs, many instructors use formal or informal assessment to determine the progress of their students, but such practices are not uniform across the entire program. The new Program and Resource Planning Process (PRPP) (IIA.2) requires departments to report on progress toward assessing student learning outcomes, and by spring 2009 the PRPP documents must include evidence of assessment of at least one course or program outcome in every department.

The college has developed institutional student learning outcomes (SLOs) and started assessing student progress toward them. There are seven institutional outcomes, some with subcategories, for a total of 16. The Institutional Student Learning Outcomes can be viewed on the Project LEARN Web site (IIA.11). The college has established a baseline for student perception of achievement of those outcomes as part of the 2007 Accreditation Student Survey (IIA.13). In addition, the college has assessed three foundational skills: technology ability, mathematical operations, and writing. The results of these assessments will be analyzed and discussed in fall 2008.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.1.a. The college has increasingly moved toward a "culture of evidence," utilizing extensive data generated by Computing Services, the Office of Institutional Research, and individual departments. The college has used this information to develop and offer a wide range of courses and programs that are clearly consistent with students' educational preparation and the diversity, demographics, and economy of many sectors of Sonoma County.

Departments currently use available data to gauge student learning needs, and the college's adoption of the new Program and Resource Planning Process (IIA.2) demonstrates its commitment to strengthening and systematizing ongoing assessment of students' achievement of learning outcomes.

The college's next challenge is to standardize the outcomes assessment process at the course and program level, particularly in academic departments. Right now, faculty are focusing on identifying SLOs and adding them to the Course Outlines of Record and to certificate and major Web sites. The dialogue behind this effort allows faculty to determine student learning needs and to develop methods for addressing them and assessing progress.

While the various departments and programs are at different stages in the development and assessment of student learning outcomes for courses and programs, the college is firmly committed to identifying SLOs. Project LEARN has set goals to identify outcomes for every program by fall 2010 and every course by fall 2012. By fall 2008, it is expected that every department will be engaged in an assessment project.

The Office of Institutional Research and Computing Services have provided the college community with a great deal of data about the educational preparation and needs of students plus the diversity, demographics, and economy of the community. However, as the SLO initiative grows, so grows the demand for more support from OIR and Computing Services, both of which have requested increased staffing levels. The Office of Institutional Research has a staff of three researchers and one part-time assistant, and Computing Services has had great demands put upon it with the creation of a new curriculum database system, revamping of the student records system, and the development of the PRPP system. As part of its strategic planning, the college will need to decide how it will support this increased demand.

IIA.1.b The institution utilizes delivery systems and modes of instruction compatible with the objective of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY*Delivery Systems and Modes of Instruction*

SRJC offers a variety of delivery systems and modes of instruction to help students meet the objectives of the curriculum. The variety is evident through the selection of courses in the *College Catalog* (IIA.8) and *Schedule of Classes* (IIA.9), as well as documentation about what occurs in individual classes.

One of the most fundamental ways SRJC meets the needs of students is through scheduling courses on weekdays, evenings, weekends, and online. In addition to regularly scheduled classes, special block courses are offered on Fridays and Saturdays. Courses are offered in modules or compressed formats throughout the semester; for example, the Weekend College was developed to meet the needs of full-time working students who want to complete a degree or transfer. For the convenience of students, courses are offered in a variety of locations and a steadily increasing number of online classes have been developed.

Within this context, departments employ a variety of delivery systems and modes of instruction across courses to address student needs. Of note are the following departmental initiatives:

- The Disability Resources Department facilitates access to instruction throughout the district by offering support services and special classes to students with disabilities. Students with disabilities may have their learning needs met in the classroom through the authorized use of auxiliary aides such as sign language interpreters, notetakers, low vision equipment, transcribers, adapted computers, and/or utilization of alternate media for printed matter. The Disability Resources Department also offers specialized classes to meet the diverse learning needs of its students. These classes include Adapted Physical Education, Developmental Reading, Writing, Spelling, and Math, Coping Strategies for Students with Acquired Brain Injuries, Study Skills, Career Exploration, English for Deaf Students, and Adapted Computer Technology.
- The ESL Department has developed vocational ESL courses related to Health Sciences, Culinary Arts, and Office Careers. This allows students to complete certificate programs while learning English.
- The Petaluma Campus offers all of the above modes of delivery and recently increased the number of bilingual classes designed to enable Spanish-speaking students to enhance their English skills while progressing academically and vocationally. Also, some classes are scheduled in “smart classrooms” that allow instructors to use modes of instruction such as hands-on work with software, whole-class Internet research, or the application of revision techniques through a word processing program.
- Most occupational programs include courses with labs, fieldwork, and/or internships so students apply skills directly. Certain courses take place in sites that mirror the occupational environment, such as the Culinary Café, the Race Health Sciences facility, the Windsor Public Safety Center, SRJC Robert Shone Farm Agricultural Center, and Tool, Machine, and Auto Body shops.

At the individual classroom level, many instructors reported via the 2007 Accreditation Faculty/Staff Survey that they use a variety of modes of instruction (IIA.13). For example:

- Ninety-four percent indicated that they varied their instructional methodologies in all or most class meetings to address different learning needs and styles of the students.
- A majority of instructors stated that they employ some form of media during most classes, and 77 percent use at least two different modes of delivery during each class meeting.
- Over half of the respondents reported that the content or instructional methodology in their courses addressed the linguistic needs and cultural diversity of their students over half the time.
- Eighty-five percent of the respondents stated that they regularly included “multicultural issues, ideas, approaches, material, and/or examples” in their classroom instruction.

Students may now independently explore different learning modes at the new Doyle Library (Santa Rosa Campus) and the new Mahoney Library (Petaluma Campus), which provide greater access to computers than in the previous libraries. Students can complete assignments that involve either an instructor's Web pages or Internet assignments, even if they do not have adequate technology at home.

Addressing Objectives and Current and Future Needs of Students

The Curriculum Review Committee (CRC) ensures that course outlines demonstrate how the student learning outcomes and objectives of a course will be met through the assignments and activities regardless of the format or mode of delivery. For example, with the advent of the new Curriculum Access and Tracking System (CATS) (IIA.17), semester-length courses that may be offered in a short or compressed format (e.g., summer program) now must indicate the minimum number of weeks that the course may be offered. This allows the CRC to determine whether the objectives can be fully met within the allotted time.

Distance Education courses undergo an additional level of scrutiny. First, any course proposed to the CRC for Distance Education must use the same course outline as the face-to-face version and must demonstrate through a Distance Education proposal how the online version will meet the same objectives. The proposal is reviewed by the Distance Education Advisory Committee (DEAC), which either recommends the course for approval by the CRC or works with the submitter until it is evident that all objectives can be met. Finally, the Center for Advanced Technology in Education (CATE) systems designer, the department chair, and cluster dean must review any course developed as part of the Online College Project for accessibility, completeness, and correctness before it can be scheduled. If the course does not meet the rigorous standards of the Online College Project, the instructor must work with the systems designer and consult with other online instructors to improve the course.

Assessment

Santa Rosa Junior College meets the requirements of Standard IIA.1.b. SRJC provides a wide variety of delivery systems for its courses. Students have options for taking courses at different times, in various locations, or through the Internet. In the classroom, many instructors go beyond a traditional lecture format to ensure that the information and concepts are accessible to students and/or students have a chance to practice skills. More bilingual offerings give Spanish-speaking students and other students for whom English is not their first language the option to pursue an occupational certificate while working on their English skills.

Most instructors appear to employ varied modes of instruction. The college demonstrates its support for this by providing workshops on topics such as interactive teaching techniques, the use of technology in the classroom, updates on stating and assessing outcomes, and the pedagogical aspects of online teaching.

At this point, the main measurements of the effectiveness of the various modes of delivery involve enrollment figures, class observations during evaluations, and information from student surveys. More attention might be given in the future to collecting data to compare success rates of students taking the same course in different formats (e.g., compressed vs. semester-length, online vs. face-to-face, etc.). Some of this information is currently available in the data mine (IIA.14), and need only be harvested. And while there is a good deal of training for online instruction, there is not yet a mechanism for evaluating online courses to see how well this mode of instruction meets the current and future needs of students.

The faculty's perception that they respect the diversity of their students is affirmed by the students themselves: some 83 percent of the students participating in the survey agreed that "Instructors use teaching methods and classroom activities that respect my ethnic, cultural, and linguistic background" (IIA.48).

IIA.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

Since the last accreditation visit, the college has developed an institutionwide assessment initiative to develop the knowledge base and organizational infrastructure to identify and assess student learning outcomes. The initiative, called Project LEARN, is led by a multidisciplinary and multiconstituency steering committee that is supported by existing college organization structures (see “Project LEARN Institutionalizing a Student Learning Outcomes Assessment Program at SRJC” in the Abstract of the Self Study and Accreditation Themes section for a full description). Project LEARN has provided the leadership for establishing an institutional framework for defining and assessing student learning outcomes, and it has published this information in the *Course and Program Student Learning Outcomes Assessment Handbook (2007)*. The handbook provides guidance to programs and other units, all of which are required to identify and describe progress on student learning outcomes in the Program and Resource Planning Process (PRPP) (IIA.2).

Both the Academic Senate and the college administration have assumed responsibility for the success of the student learning outcomes initiative, and student learning outcomes are reflected in the Institutional Goals approved by the Institutional Planning Committee (IPC), the highest level planning group at the college (IIA.42).

Course Level Outcomes and Assessment

After several years of dialogue between the Academic Senate, the Curriculum Review Committee, and the Project LEARN Steering Committee, the college has created guidelines, definitions, and methodology for adding student learning outcomes to all course outlines of record. Outcomes and objectives have been a part of the course outlines of record since the curriculum database was created in 1981. Over the past six years, the Curriculum Review Committee has worked to assure that both outcomes and objectives are clearly stated and meaningful for every course submitted for review. In response to the new accreditation standards, the college has chosen to define “student learning outcomes” as the broader, more global statements of the knowledge, skills, abilities, and values students should acquire, as distinguished from “objectives,” which are defined as the more specific skills students are expected to master. Thus, “student learning outcomes” and “objectives” are now considered two separate elements in the Course Outline of Record (IIA.1).

Beginning in fall 2006, the college embarked on a major overhaul and reprogramming of the curriculum data entry and tracking system, and in November 2007 the college launched the new Curriculum Access and Tracking System (CATS) for collegewide use (IIA.18). The new curriculum system provides a specific text box for identifying the student learning outcomes for each course. All new and revised courses submitted after November 2007 must identify student learning outcomes as described in the *Curriculum Writer's Handbook* (p. 50-55) (IIA.1). Student learning outcomes are developed at the department level, reviewed by Cluster Technical Review Teams, and approved by the Curriculum Review Committee. Course level student outcomes are identified in the Curriculum Access and Tracking System and can be viewed in the course outlines on the Web.

In fall 2007, the Project LEARN Steering Committee adopted a plan requiring that departments add student learning outcomes to one sixth of their course outlines each year, so that within the six-year curriculum review cycle all of the approximately 2,500 active courses at the college would have student learning outcomes identified and available on the Web. A Project LEARN committee (the c-LEARN task committee) coordinated the efforts to meet this goal. By the end of spring 2008, 401 courses had identified SLOs that were approved by the Curriculum Review Committee.

During the 2007-08 academic year, each academic department was expected to participate in piloting an initial course-level assessment. Of the 31 academic departments participating, almost all embarked upon an assessment project, and, by spring 2008, 24 had identified an assessment methodology, 19 had begun an assessment, 13 had analyzed results, and two had used the results to improve instruction. These initial pilot

assessment projects represent a significant learning experience for faculty as they develop the new skills, behaviors, and attitudes needed for assessment. Descriptions of course-level outcomes assessment projects and results are documented in the Program and Resource Planning Process (Section 4), available to the college community on the Web (IIA.2). Accounts of how assessment is being used to improve programs and services are published quarterly in *Instructional Notes* (IIA.17), the Academic Affairs newsletter, as a way to acknowledge results and to inspire others.

Program-Level Outcomes and Assessment

Another Project LEARN committee (the pro-LEARN Committee) is in charge of coordinating the effort to identify and assess program-level outcomes. Its first task was to define how the college would identify and assess program outcomes, and the result of that effort was a new *Course and Program Student Learning Outcomes Assessment Handbook* (IIA.15) published in fall 2007 that addresses both course and program outcomes in an integrated fashion. In the handbook, the college identifies authentic assessment strategies that can be used either at the course or program levels, including capstone course evaluation, collective portfolios, standardized tests, embedded assessment, pre- and post-tests, assessment of student performance, and scoring rubrics. During the academic year 2007-08, the college identified outcomes for 57 programs. In spring 2008, four pilot program assessment projects were in progress, including Disability Resources, Work Experience, Child Development, and Psychology (IIA.19). Student Services identified student learning outcomes for all of their programs and by spring of 2008 had two assessment projects in progress. By fall 2008, it is anticipated that every academic and Student Services department will be engaged in either a course or program assessment.

As part of the focus of the Basic Skills Initiative, an initiative focused on improving the success of developmental students, considerable attention has been given to aligning the English as a Second Language (ESL), English, and Math pathways (IIA.44). In addition, the ESL Department tracks student achievement in noncredit ESL courses as measured by benchmarks earned on standardized tests (CASAS) and additional assessments related to Title 2 performance-based grants (IIA.43).

Numerous programs accredited or licensed by external agencies are held accountable to identified program level learning outcomes. These include Associate Degree Nursing, Psychiatric Technician, Radiologic Technology, Dental Hygiene, and various Public Safety disciplines. These programs typically have curricular content and specific competencies mandated by professional associations or regulatory bodies. Programs such as Associate Degree Nursing, Radiologic Technology, and Dental Hygiene track student success on Board examinations, and the college is justifiably proud of the pass rates on these examinations. Programs such as Administration of Justice and Radiologic Technology routinely track student placement into jobs and employer satisfaction with the quality of our graduates.

The occupational deans, in collaboration with the Office of Institutional Research (OIR), have initiated follow-up surveys of all students who have completed an occupational certificate or degree. In spring 2006, the first survey of academic year 2004-05 certificate completers, the return rate was disappointing, about 3 percent. In spring 2007, OIR used the first electronic Zoomerang survey of the academic year 2005-06 completers, with an improved return rate of 11 percent. In spring 2008, another Zoomerang survey of certificate/degree completers was conducted via e-mail, with a return rate of 14 percent.

All Student Services programs have identified student learning outcomes (IIA.46). Thus far, Disability Resources, Extended Opportunity Program and Services (EOPS), Matriculation, and CalWORKS have assessed their student outcomes, and all other programs are expected to have an assessment in progress by fall 2008 (IIA.47).

Institutional-Level Outcomes and Assessment

The college made a conscious choice to focus broadly on institutional-level outcomes that relate to all students at the college, rather than on general education or degree outcomes that relate only to those students seeking the associate degree.

Another Project LEARN subcommittee (the i-LEARN Committee) is responsible for identifying and coordinating assessment of institutional outcomes. The college has established the following seven institutional outcomes: foundational skills, personal development and management, communication, critical analysis, creativity, intercultural literacy and interaction, and responsibility.

In spring 2007, the i-LEARN Committee assessed a foundational skill—students' ability to use technology—by administering a survey to approximately 1,000 students enrolled in a random sample of course sections. Students assessed their own baseline skill level upon enrolling in the college and compared that to their current level of technological skill. In spring 2008, two other foundational skills, mathematical operations and college-level reading and writing, were also assessed by administering exams to a random sample of about 1,000 students in 64 class sections. Data from those assessments were analyzed and discussed in fall 2008. This data is available from the Office of Institutional Research.

The Program and Resource Planning Process in spring 2008 (IIA.2) requires each program and service to identify the key courses or services that incorporate institutional outcomes. This has provided an inventory of institutional outcomes by course and program, so that the college can determine if the institutional outcomes are adequately reflected in the curriculum, programs, and services.

ASSESSMENT

Santa Rosa Junior College partially meets the requirements of Standard IIA.1.c. While only a few outcomes assessment projects have been fully completed, there is evidence that the college is making progress at the course, program, and institutional level both in identifying and assessing student learning outcomes. Over time, more and more faculty members have become actively engaged in this process. The college has a well-developed plan and is firmly committed to identifying all program outcomes by fall 2009 and all course outcomes by fall 2012. The college expects that every academic and Student Services department will be engaged in a course or program assessment by fall 2008.

Nevertheless, a great deal more work needs to be done before the college realizes its vision of becoming a learning-centered institution, with ongoing collegial dialogue, collaborative review of evidence, and deliberate reflection and support of improvement in teaching and learning. To do this, the college must increase broad-based participation in the student learning outcomes initiative so that many more faculty are involved. It must also follow through with its plans to identify student learning outcomes for approximately 2,500 active courses and require faculty to include student learning outcomes in their course syllabi. It needs to continue to develop outcomes for all certificates and majors and must determine how to award degrees and certificates based on those outcomes. It must establish a regular cycle of course and program assessment that is manageable, achievable, and sustainable.

Perhaps most challenging, the college must find the resources and provide the time for faculty to devote to these efforts while working within budgetary constraints, juggling competing demands, and addressing the multiple missions of the California Community Colleges System.

IIA.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.

IIA.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The college offers instruction in the following modes: credit instruction, noncredit instruction, and community education. The credit programs include transfer and occupational programs as well as some precollegiate and developmental courses. The semester abroad programs are all in the credit mode. The noncredit program offers ESL, College Skills, and Adaptive PE courses for seniors as well as various kinds of supplemental instruction, such as open entry/open exit labs. Contract instruction can be provided as either credit, noncredit, or "not for credit." The Community Education Program is "not for credit," and focuses on enrichment classes of interest to the community. Online instruction is offered in the credit and noncredit mode. All of these instructional programs are administered by the Academic Affairs component, with leadership provided by the Vice President of Academic Affairs and instructional deans, as well as directors and elected department chairs.

State regulation (Title 5 of the California Code of Regulations and the California State Education Code) as well as college policies guide how courses and programs are developed and approved. SRJC's established procedures to design courses and programs are described in the *Curriculum Writer's Handbook* (IIA.1) readily available on the Curriculum Web site. The *Curriculum Writer's Handbook* and the Project LEARN *Course and Program Student Learning Outcomes Assessment Handbook* (IIA.15) both provide direction on how to identify student learning outcomes at the course and program levels. These guidelines apply to all credit and noncredit courses, but not to Community Education courses.

The college recognizes the central role of faculty in developing courses and course-level outcomes. Courses and course-level student learning outcomes are developed exclusively by faculty, reviewed by a Cluster Tech Review Team consisting of faculty from related disciplines, and approved by the Curriculum Review Committee, a majority of whom are faculty appointed by the Academic Senate. Community Education courses are developed by individual instructors who contract with the Community Education Department.

Faculty members with appropriate expertise develop programs and program-level outcomes for all certificates and majors. The department chair, the supervising administrator, and the Curriculum Review Committee review and approve programs and program outcomes. The procedures for review are detailed in the *Curriculum Writer's Handbook* (IIA.1, pages 6-12). Supervising administrators review both courses and programs to assure that the five basic criteria for course and program approval are met: appropriateness to mission, need, quality, feasibility, and compliance as noted in the *Curriculum Writer's Handbook* (IIA.1, p. 13).

All programs and services at the college are evaluated through an ongoing program review process called the Program and Resources Planning Process (IIA.2). Each program or unit at the college must complete an annual review and plan. Academic Affairs and Student Services complete a more in-depth review every third year. For Academic Affairs this review begins with faculty at the program or departmental level, and faculty have the primary responsibility for evaluating the quality of their programs and for recommending needed improvements. Student Services program review starts with analysis and recommendations from the faculty and staff who provide direct services to students.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.a. Existing publications, primarily the *Curriculum Writer's Handbook* and the *Course and Program Student Learning Outcomes Assessment Handbook*, provide ample evidence that there are well-established procedures to design courses and programs and to identify student learning outcomes. The administration and delivery of programs is accomplished through established policies, procedures, and organizational structures. The college has a clearly established Program and Resource Planning Process to evaluate programs and services and to propose and document improvements. Established procedures ensure that faculty expertise is the driving force behind evaluating the quality and improvement of instructional programs and services.

IIA.2.b The institution relies on faculty expertise and the assistance of advisory committees where appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

DESCRIPTIVE SUMMARY

The college relies on faculty expertise, and, for occupational programs, the assistance of advisory committees to identify competency levels and measurable student learning outcomes for courses, certificates, and degree programs. Typically, these advisory committees are composed of knowledgeable people from business and industry who provide perspectives on the skills, competencies, and knowledge required in the field, including the need for new knowledge or skills as they arise. New courses, ideas for new programs, or changes to existing programs are usually shared with advisory groups and their input is solicited. Advisory groups meet at least once each semester. The Dean of Career and Technical Education and Economic Development maintains a roster of occupational advisory committees, and the roster is reviewed and approved annually by the Board of Trustees (IIA.49). Curricular changes are approved each month by the Board of Trustees.

As detailed in the Institutional Outcomes section above (section IIA.1.c), the college has chosen to identify and assess institutional outcomes rather than General Education or degree outcomes. These institutional outcomes were developed through broad college dialogue and approved by the Academic Senate.

The college anticipates that all Academic Affairs and Student Services departments will be engaged in a course or program assessment project in fall 2008 with the goal of establishing a regular cycle of assessment. Institutional outcomes assessment began in academic year 2007-08 and will continue on a regular cycle.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.b. There is substantial evidence that the college relies on faculty expertise and the assistance of advisory committees, as appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, majors, educational pathways, and for the institution. The college is in the initial stages of establishing a routine cycle of regularly assessing student progress toward achieving those outcomes. Course-level and program-level assessments have been piloted, and institutional outcomes are assessed in a rotational cycle.

IIA.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**DESCRIPTIVE SUMMARY**

High-quality instruction begins with a search for highly qualified instructors through the faculty hiring process, described in Board Policy 4.3.2P (IIA.20). Instructional quality is monitored through a rigorous tenure review and evaluation process, documented in the District/AFA Contract (IIA.50).

The Curriculum Review Committee evaluates the breadth, depth, rigor and sequencing of learning and approves only those certificates and majors that meet those criteria. The characteristics of programs differ among vocational certificate programs, noncredit programs, AA majors, and AS majors, but all courses in a major or certificate program must be reviewed every six years (*Curriculum Writer's Handbook*, Sections 5.1 to 5.3) (IIA.1).

For most occupational programs that are regulated in part by outside organizations, synthesis of learning is a required aspect of the program learning outcomes. For example, such synthesis-evaluating assessment instruments are available for several of the Health Sciences programs (IIA.21). For a majority of the rest of the programs, instruments have not yet been developed to measure a student's synthesis of learning at the completion of the program.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.c. High-quality instruction is ensured at the individual instructor level. The depth, breadth, rigor, sequencing, and time to completion of programs are ensured in the curricular process of approving majors and programs. Except for specialized areas of the curriculum that do have capstone exams (e.g., Administration of Justice) and that have a well-established relationship with state or national licensing bodies (Health Sciences) or private industry (Real Estate, CPA), the college has not yet developed protocols for documenting synthesis of learning; however, program outcomes suggest such synthesis is a goal of most programs.

IIA.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**DESCRIPTIVE SUMMARY**

The college is expressly committed to "Promoting awareness of and maintaining sensitivity to ethnic, cultural, and gender diversity within our student body, faculty, staff, administration, and course offerings" and "Promoting open access through actively eliminating barriers to a college education" (IIA.22).

The college strives to make good on these commitments by hiring faculty and staff who share these values and are well-qualified to reflect them in their programs.

The process of faculty hiring and evaluation emphasizes pedagogy that addresses diverse needs and learning styles of students, and places value on a variety of delivery modes. Candidates for regular faculty positions give a teaching demonstration as part of the interview process that is evaluated by the hiring committee in part by how effectively the candidates' delivery modes and teaching methodologies address diverse learning styles. In addition, candidates must submit a statement in which they describe their experience with and approach to meeting the needs of a student body diverse in gender, ethnicity, religion, sexual orientation, age, disability, socioeconomic status, language, and academic preparation. All job announcements through Human Resources, in fact, require as part of the minimum qualifications, "Sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." The application procedure requires "A brief letter describing your demonstrated experience in understanding and being sensitive to the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, faculty, and staff" (IIA.23).

Attention to different learning modes is also part of the faculty evaluation process. On the faculty Observation Report form, used to evaluate all faculty, evaluators must rank faculty on "Demonstrated consideration of different learning modes, such as verbal, auditory and tactile" (Part II, #4) and "Demonstrated successful classroom management techniques by maintaining an environment conducive to learning" (#7) (IIA.51).

Evidence suggests that the values in this standard are being applied throughout the institution:

- SRJC now offers 500 course sections each year online.
- ESL, Disability Resources, College Skills, and Child Development offer bilingual courses.
- Professional Development Activities Day workshops address learner-centered pedagogy, various diversity issues, and different learning styles (IIA.24).
- The institution is in the process of converting traditional classrooms to “smart” classrooms equipped with digital projectors, CD and DVD players, cable TV, and other features.
- The SRJC Disability Resources Department (DRD) is the largest in the state. The goals of this department include promoting the civil rights of students with disabilities and creating a campus climate in which diverse learning styles are respected. DRD serves 2,547 students annually offering courses, assistive technology, accommodations for learning differences (e.g., test proctoring in facilities that provide for special needs, notetakers, interpreters for deaf students), and training for faculty and staff on learning differences (IIA.25).
- The college has a large and popular American Sign Language Department (ASL), and an ASL Interpreter major and certificate are under development.

In the 2007 Faculty/Staff Accreditation Survey (IIA.13) instructors report that they use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of their students:

- Eighty-six percent state that they make a point to regularly include multicultural issues, ideas, approaches, materials, and/or examples in their classroom instruction.
- Ninety-four either agree or strongly agree that they vary their instructional methodologies to address the different learning needs and learning styles of their students.
- Instructors report using a wide variety of audio or visual media, and the following were used at least 10 times per semester by a significant percentage of instructors: video (63%), audio recordings (44%), computer projection (49%), overhead projectors (45%), graphics (41%), or physical objects (41%).
- Most instructors state that they use multiple modes of delivery, with 57 percent reporting four or more, 47 percent three, 30 percent two, and 3 percent one.
- About one-third of instructors reported that 50 percent or more of their class time addresses linguistic and cultural diversity of students, and about two thirds said less than 50 percent addresses these areas.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.d. Throughout the institution, the value of diverse delivery modes and teaching methodologies that meet the different needs and learning styles of students is clearly expressed and many mechanisms are and have long been in place that are reflective of this value. The recent survey provides supporting evidence that faculty perceive themselves to be practicing this value in the classroom.

IIA.2.e The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

All courses at the college are systematically evaluated and reviewed on a six-year curriculum review cycle. This process is described fully in Section Three of the *Curriculum Writer's Handbook* (IIA.1). Courses and their student learning outcomes are developed, reviewed, and revised at the department level, reviewed by the Cluster Tech Review Team, and approved by the Curriculum Review Committee. As part of this review process, all courses are evaluated to determine their continuing relevance to student and program needs, appropriateness to the mission of the college, currency of content, and responsiveness to changes in the field or discipline.

In the previous Program Evaluation and Planning Process (PEP), Academic Affairs evaluated each academic program and made plans to meet its future needs. In an effort to continuously improve planning and resource allocation, the college has thoroughly revised and strengthened its program review, now called Program and Resource Planning Process (PRPP), to more systematically include every program/unit at the college. All programs and services are reviewed annually through the Program and Resource Planning Process (PRPP) (IIA.2). In addition, Academic Affairs and Student Services complete a more comprehensive, in-depth evaluation every third year. In the PRPP, each program/unit must identify its mission and explain the alignment of its mission with the college mission and college initiatives. Annually each program identifies and prioritizes its budget, staffing, equipment, and facilities needs. Academic Affairs programs annually evaluate the effectiveness of the class schedule, enrollment efficiency, class size, instructional productivity, curriculum currency, and successful program completion. In a more comprehensive review every third year, Academic Affairs programs will evaluate student success, student access, curriculum responsiveness to the labor market (occupational programs), alignment with transfer institutions (transfer programs), labor market demand (occupational programs only), and academic standards. Student Services programs each have their own program-specific data that is used in their evaluations. The Program and Resource Planning Process requires programs/units to document student learning outcomes assessment projects and to explain how results were used for continuous improvement of programs and services. Future needs and plans are identified each year, projecting three years ahead.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.e. The college has a well-established and well-documented six-year curriculum review cycle that provides an ongoing systematic review of the relevance, appropriateness, currency, and future direction of every course at the college.

In the revised PRPP process, programs identify their needs and priorities in an annual cycle, with a more comprehensive review every second or third year. Through this process, programs are required to demonstrate their relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans. Since this is a new process, the college will need to evaluate it in the near future to determine whether it has truly improved the college's ability to evaluate its programs.

IIA.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

As noted before, the primary mechanism by which the college engages in systematic evaluation and integrated planning is the new Program and Resource Planning Process (PRPP). The process utilizes a Web-based software program called "Convergence" (IIA.2), through which each program/unit at the college completes an annual review, identifying needs and priorities for the next three-year period. Academic Affairs and Student Services programs conduct a more comprehensive and in-depth review of program quality and student success every third year.

Planning is integrated in that it includes identification of staffing, equipment, budget, and facilities needs, and also focuses on evaluation of program quality and student success. In Section 4 of the PRPP template, each program and service is asked to describe student learning outcomes assessments that are completed or in progress for courses, certificates, majors, educational pathways, and student services. Each program also must describe assessment plans for the next three years.

For Academic Affairs programs, evaluation of curriculum currency, successful program completion, and student learning outcomes are part of the annual cycle of review. Student success, student equity, curriculum responsiveness and alignment of transfer degree programs with transfer institutions are evaluated every three years. Alignment of occupational programs with labor market demands is evaluated every two years (IIA.2). As noted in the "Response to Recommendation II" from the 2002 SRJC Accreditation

Self Study, the college has spent considerable time and effort to refine and systematize its program review process for all programs, services, and units at the college, and the first entire cycle of PRPP will have been completed by the time of the accreditation visit.

The college makes results of program evaluation and student learning outcomes known to appropriate constituencies. Some occupational programs, particularly in the Health Sciences and Public Safety, routinely use standardized examinations and/or regulatory standards as criteria to measure student outcomes. These results are shared with appropriate faculty and administrators at the college, as well as with the related professional communities. As mentioned earlier (Section IIA.1c), a number of pilot assessments are being completed during academic year 2007-08, and results of those assessments will be used to improve programs and services. Results of assessment projects are published in the Academic Affairs newsletter, *Instructional Notes* (IIA.17).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.f. The college's development of the PRPP is the strongest evidence that the college is committed to an ongoing, systematic evaluation and planning effort to assure the currency, quality, and alignment of programs and services. The entire planning process has yet to be fully tested, but shows promise of greater accessibility and transparency. Planning/evaluation is more explicitly linked to budgeting and resource allocation decisions than in the past. Summaries of student learning outcomes assessment projects and results have been incorporated into the PRPP documents, which are posted to the college community on the Web. The college systematically strives to improve outcomes in programs and services.

However, as has been acknowledged earlier in this report, the college realizes that its leadership must continue to focus its energies and college resources on the careful implementation and improvement of its institutional planning initiatives, particularly the PRPP, in order to make good on its commitment to ongoing improvement of student learning outcomes.

IIA.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Only a few programs require departmental course and/or program examinations at SRJC. Some vocational programs culminate in national or state Board exams (e.g., Health Sciences), but the institution does not create these. Some program level examinations (Associate Degree Nursing) and course level examinations (College Skills 371 & 372) have recently been put in place and others will be developed as program and course student learning outcomes are identified and assessment tools devised. Departments that have such examinations show evidence of validating their effectiveness in measuring learning and minimizing test bias. For example, the Associate Degree Nursing Program carefully analyzes National Council of State Boards for Nursing (NCLEX) test results for their graduates and makes improvements to specific areas of the curriculum in response to the data (IIA.26).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.g. Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning.

IIA.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.**DESCRIPTIVE SUMMARY**

The Curriculum Review Committee (CRC) and the Curriculum Office are responsible for ensuring that course outlines are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education. The Course Outline of Record for each course states the units for each course and what students need to accomplish in order to achieve the course's learning outcomes and objectives. The degree of detail required and the need to accurately represent the rigor of the course through the outcomes, objectives, and assignments are described in *Curriculum Writer's Handbook* (IIA.1, part 4). This handbook also provides definitions for units of credit for both lecture and lab courses. The Curriculum Office is currently in the process of ensuring that course outlines list the correct number of hours and units, particularly for courses scheduled for less than a full semester in length. At the same time, the CRC is working with the Academic Senate to make sure that the criteria for establishing the relationship of units of credit to hours of work expected of students is clear to all faculty.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.h. SRJC has made great progress since the last accreditation cycle in standardizing the expectations for course outlines of record and ensuring that outlines comply with state regulations. The *Curriculum Writer's Handbook* (IIA.1) was revised and expanded in fall 2007, and expectations for content and accuracy of course outlines have been communicated to faculty through the Academic Senate, Cluster Tech Review Teams, department chairs, and faculty attending Curriculum Review Committee meetings. The Curriculum Office and the CRC send out regular updates on curriculum trainings, the interpretation of requirements, and curriculum review procedures. The CRC keeps in close contact with the Academic Senate so that curriculum issues, including those about the student learning outcomes and the relationship of units and hours, are clarified and addressed.

IIA.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**DESCRIPTIVE SUMMARY**

Degrees and certificates at Santa Rosa Junior College are awarded on the basis of successful completion of a prescribed sequence of courses at a required level of scholarship. Because each course has specific outcomes and objectives, the completion of the sequence assures that students completing a certificate or major have acquired a certain body of knowledge and skills. Some certificates and degree programs include capstone courses, projects, or exams that measured cumulative knowledge, assuring that broader learning goals have been accomplished.

During the 2007-08 academic year, the college identified student learning outcomes for 57 academic programs and published those outcomes on the Web for students and the general public. The long-term goal is to establish learning outcomes for every certificate or degree awarded at the college by fall 2009. Beginning in fall 2008, every major and certificate will be required to "map" or align course outcomes to program outcomes so that the relationship between completion of courses and achievement of program outcomes is concrete and verifiable.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.2.i. As noted earlier in this report, the college is in the process of clarifying the distinction between outcomes and objectives and is working to ensure that all courses have appropriate student learning outcomes. In addition, the college is working to assure that course outcomes are mapped or aligned with program outcomes.

Although the college implicitly recognizes student achievement of course-level outcomes and objectives in awarding degrees and certificates, awards are not conferred based on explicitly stated program outcomes. The college is making progress toward explicitly identifying and publishing outcomes for certificates and majors. Once these learning outcomes are identified, the college will need to take the additional step of determining how student achievement of these outcomes will be measured.

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- IIA.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the *Catalog*. The institution relying on the expertise of its faculty determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

DESCRIPTIVE SUMMARY

The 2008-09 *College Catalog* (p.58) describes the philosophy, goals, and ideals of the General Education (GE) degree requirements (IIA.8). The philosophy was developed by faculty and approved by all components of the college as Board Policy 3.1P (II.27). The General Education (GE) requirement for all academic and vocational degree programs may be fulfilled by one of three options: Option A, which fulfills only the requirements at Santa Rosa Junior College (23 units, plus demonstration of math competency); Option B, which also fulfills the CSU GE course requirements; or Option C, which also includes completion of the Intersegmental GE Transfer Curriculum for the California State University System and the University of California (IGETC). On the General Education Web site and subsequent *College Catalog* pages, the specific courses that fulfill these options are listed. Specific requirements for courses fulfilling each area's requirements are described in the *Curriculum Writer's Handbook* (IIA.1).

New or revised courses proposed for General Education areas are sent to the General Education Subcommittee, a subcommittee of the Curriculum Review Committee, before they are reviewed by the CRC. The General Education Subcommittee reviews the course outline against the criteria on the "GE Grid." Courses proposed for Area G, H, and I—American Cultures/Ethnic Studies, Global/Environmental Studies and Informational Literacy respectively—are reviewed by a group of discipline experts before going to the General Education Subcommittee. When the General Education Subcommittee recommends a course to the CRC for approval, the chair of the Subcommittee informs CRC members of the course requirements for that particular area prior to final determination and expresses any concerns. CRC members ensure that the student learning outcomes and course objectives meet the criteria for that area.

ASSESSMENT

Santa Rosa Junior College meets the requirements of IIA.3. The requirements for the associate degree General Education requirements have been carefully developed, with reliance primarily on the expertise of the faculty. The college relies on the Curriculum Review Committee and its subcommittees, with general oversight by the Academic Senate, to ensure that the student outcomes and objectives of the proposed General Education courses are appropriately addressed.

General Education has comprehensive learning outcomes for the students who complete it, including the values reflected in the following standard statements:

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- IIA.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**
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- IIA.3.b A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**
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- IIA.3.c A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethic principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.**
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DESCRIPTIVE SUMMARY

All three General Education patterns (Options A, B, and C) published in the *College Catalog* (IIA.8), mandate courses in the areas of the humanities and fine arts, the natural sciences, and the social sciences. The review processes discussed in IIA.3 ensure that all courses in each of the areas require students to gain an understanding of the basic content and methodology in those areas.

All three General Education patterns (Options A, B, and C) require oral and written communication skills, scientific reasoning, quantitative reasoning, and critical thinking. In addition, Option A includes a requirement for information literacy, which includes computer literacy. Option B includes a specific requirement for “Lifelong Understanding and Self Development,” which echoes the SRJC Institutional Outcome for Personal Development and Management, infused throughout the curriculum.

The three General Education options have somewhat different emphases with reference to this standard. To encourage civic, political and social responsibility, Option A requires an “American Institutions” course, and Option B requires a “U.S. History, Constitution, and American Ideals” course. Option C does not have a similar requirement. Option A requires either an American Cultures or Ethnic Studies course to encourage a respect for cultural diversity. In addition, a significant number of the courses in all of the patterns include outcomes addressing the qualities described in this standard.

Aligned with the goals of this standard, the college’s institutional outcomes also place value on intercultural literacy and an understanding of the ideas and values expressed in the world’s cultural traditions. The institutional outcomes emphasize responsibility, including the understanding and demonstration of personal, civic, social, and environmental responsibility and cooperation in order to encourage students to become productive local and global citizens. These ideas are infused throughout the curriculum.

The Curriculum Review Committee and its General Education Advisory Committee assure that courses submitted in fulfillment of General Education meet all the requirements for the SRJC, CSU, and/or IGETC General Education patterns.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standards IIA.3.a, IIA.3.b, and IIA.3.c. SRJC clearly states its General Education philosophy and the intent of the educational ideals embodied in General Education courses. The General Education course approval process is rigorous and comprehensive.

Students who complete the SRJC, CSU, or IGETC General Education pattern for the associate degree are required to take courses intended to develop an understanding of the humanities, natural sciences, social/behavioral sciences, critical thinking, oral and written communication, and quantitative reasoning. Students who complete the SRJC and CSU patterns are also required to take courses intended to develop civic, political, and social responsibility. In addition, the CSU pattern puts emphasis on lifelong understanding and self development. However, all students at the college, regardless of whether or not they are degree seeking, are expected to attain institutional outcomes including foundational skills, personal development and management, communication, critical analysis, creativity, intercultural literacy and interaction, and responsibility (including civic and global responsibility).

IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

SRJC has established approximately 80 majors and is continuing to add more in order to meet student needs. While the unit requirements among majors may vary somewhat, all have a minimum of 18 units and include courses that lead to focused study in one area of inquiry or in an established interdisciplinary core. Specific requirements for all majors are listed in the *College Catalog* (IIA.8) and the SRJC Web site under “Majors” (IIA. 28). The home page for each major describes the requirements in full detail and provides links to course outlines and related information.

All degree programs (i.e., “majors”) are reviewed by the Majors Review Committee, approved by the Curriculum Review Committee, and approved by the Board of Trustees. These review and approval bodies assure that degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.4. All existing majors provide complete and accurate information for students on their Web site and in the *College Catalog*. Majors must demonstrate focused study in one area of inquiry or in an established interdisciplinary core in order to be approved by the Curriculum Review Committee.

IIA.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

As discipline experts, faculty develop the requirements for vocational and occupational certificates and degrees in consultation with appropriate advisory committees so as to ensure that the appropriate technical and professional competencies are addressed. Course outcomes reflect the technical and professional competencies considered critical by employers in business and industry. In some occupational areas, particularly the Public Safety and Health Sciences disciplines, course and program outcomes are often aligned directly with regulatory mandates, licensure, and certification. Certificates and degree proposals are reviewed by the appropriate directors and deans for Occupational Education, and approved by the Curriculum Review Committee and the Board of Trustees.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.5. SRJC vocational and occupational certificates and majors are well-aligned with the expectations of employment and licensure.

IIA.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degree and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY:

The college assures that students and prospective students receive clear and accurate information about educational programs and transfer policies by carefully monitoring and editing the *College Catalog* (IIA.8) and the college's certificates and majors Web pages (IIA.28). Descriptions of degrees and certificates in the *College Catalog* and on the Web include the term they are effective, a description, program requirements, prerequisites/corequisites, links to previous versions, any special notes, and contact information. Student learning outcomes are being added to the Web pages as they are identified.

The Catalog Advisory Committee, an ad hoc committee with representatives from the Curriculum Office, Admissions, Records and Enrollment, Counseling, and Academic Affairs, convenes each spring to review the catalog and to assure consistency between the *College Catalog*, the *Schedule of Classes*, and Web information. Updating of courses, certificates, and majors is centralized in the Curriculum Office so that there is consistency in all information drawn from those sources.

Faculty are required to provide every student a syllabus, as evidenced by the Faculty Obligation to Students (Board Policy 3.9) and by the Faculty Job Description (AFA/Sonoma County Junior College District Contract Article 17.01.a). The Faculty Evaluation Instructional Observation Report (IIA.51) requires that faculty members be observed and evaluated on nine criteria, including "organized course syllabus and presentation to correspond to the most current Title 5 course outline." As course SLOs are identified, many faculty members routinely include them in their syllabi. Discussion is underway in both the Academic Senate and with AFA, which would make SLOs a required part of the course syllabus.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.6. The college has mechanisms in place to monitor and revise the *College Catalog*, the *Schedule of Classes*, and the college's Web site to assure that students and prospective students receive clear and accurate information. The faculty evaluation process assures that faculty members teach to the course outline of record. The college will need to follow through and remind faculty to add student learning outcomes to their syllabi as those are identified.

IIA.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

The institution's commitment to supporting student articulation is evident in a number of areas and is reflected in Board Policy 8.3.1 (IIA.29). The *College Catalog* (IIA.8), which is available in print and can be downloaded from the Web site as a PDF file, serves as the primary source for students regarding transfer policies, articulation, and information regarding majors, certificates, and degrees. The *College Catalog* itself is updated annually for clarity and accuracy, and changes regarding transfer agreements, majors, certificates, and degrees are updated and visible online as they occur. It is also possible to get information regarding articulation in brochure format and in the *Schedule of Classes* that has historically been mailed to each district residence three times per year. Additional information and student support is available at the Transfer Center. The district has an Articulation Officer who maintains and works to strengthen articulation pathways, and is also available to assist students directly.

The college Web site has a wealth of information regarding the district's transfer agreements, including:

- An Articulation Web site (IIA.54)
- A Web link to ASSIST, the statewide articulation inventory (IIA.55)
- Guides for transfer in specific majors (IIA.56)
- Guides for fulfilling General Education requirements for UC and CSU (IIA.57)
- Articulation Agreements with CSU, UC, California Community Colleges, out-of-state, and independent colleges and universities (IIA.58)

In accepting transfer credits to fulfill degree requirements, SRJC certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses, when course outlines of record provide that information.

In response to a student's request, coursework from other regionally accredited colleges is evaluated and given consideration for credit at SRJC. The Admissions and Records Office reviews the course descriptions, and, if necessary, the course outlines, to determine whether a course is equivalent. If there is any doubt about the transferability of the course, the request is sent to the department offering the course in question to resolve the matter.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.6.a. Information about articulation is readily available in a number of places, formats, and media. The institution sees articulation as fundamental and has institutionalized its support in Board policies and through the creation of the position of Articulation Officer, who disseminates the most current information to faculty, students, and the community, and promotes articulation between SRJC and four-year institutions.

IIA.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**DESCRIPTIVE SUMMARY**

Santa Rosa Junior College has institutionalized the methodology for changing program requirements and ensuring that the public and employees have access to the most current information. Information regarding specific majors and certificates are included in every *Schedule of Classes* and in the *College Catalog* (updated annually). Additionally, district Web pages ensure that up-to-the-minute information is available to students and the public on demand.

Responsibility for “approving, revising or phasing out of instructional programs” is articulated in Board Policy and Procedure 3.6 and 3.6P (IIA.30). The Dean of Curriculum and Educational Support is charged with ensuring that programs and the information about them are kept up-to-date by implementing the policies and procedures. These policies explain in detail how a new program may be established and revised. When a program is approved for revision, changes are made immediately on the college Web site informing students of the new standards or criteria. Additionally, a link is placed on the program’s Web page allowing students to access previous versions of the degree or certificate that may still apply to previously enrolled students. A statement defining the student’s rights to proceed under previous *College Catalog* versions, when applicable, is included (IIA.8). Board Procedure 3.6P currently specifies that phase out plans consider the effect on students currently enrolled. Board Policy 3.6 and Procedure 3.6P are currently under review by the shared governance constituents.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.6.b. In order to ensure that program changes are made in a standardized way, Board policies clearly define how to make those changes, and a manager has been charged with the responsibility for overseeing the process and providing support to programs wishing to change. At the same time, the college has ensured that students who started but did not complete a program have access to the requirements in effect when they began their studies. Information regarding programs and program changes is readily available in the *College Catalog* and on the Web.

IIA.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**DESCRIPTIVE SUMMARY**

The *College Catalog* and *Schedule of Classes* are clear, consistent, and accurate and are available both in print and online. Santa Rosa Junior College publishes the *College Catalog* (IIA.8) annually, the *Schedule of Classes* (IIA.9) three times each year, and a variety of flyers, pamphlets, and other documents as needed. The *College Catalog* and the *Schedule of Classes* are both available in printed form as well as on the college Web site as a PDF file. An online *Schedule of Classes* is also available (IIA.52) with an online “Class finder” search feature that reflects changes to the *Schedule* that occur after the printed *Schedule of Classes* is published (IIA.53). The Catalog Advisory Committee assures consistency of information between the *College Catalog*, the *Class Schedule*, and other printed information.

The Office of Public Relations produces a wide array of other publications to communicate the college mission, programs, and services to the community, ranging from postcards and brochures to newsletters and booklets. Some publications are also available in Spanish. In addition to printed and online communication, the Public Relations Department also promotes the college through broadcast and print advertising. Portfolios of Public Relations publications are available in the evidence room (IIA.31).

The SRJC Web site provides a wealth of information to students, staff, and the public, including access to a faculty directory, some department Web pages, rules and regulations for students, the Board Policy Manual, Web pages for specific classes, and many other sources of information about college programs, policies, and services. Much of the online general information for students is also available in Spanish. A sampling of these online resources suggests that most of them are clear, accurate, and consistent, with the exception of some departmental Web pages that appear outdated. Once Web pages are developed, either by Public Relations or individual programs, there is no formal mechanism to ensure that all Web pages are updated as information changes.

At the direction of the Superintendent/President of the college, the SRJC Policy Manual is reviewed regularly to verify consistency between stated policy and actual practice. A comprehensive policy review and update occurred during the 2007-08 academic year. Discrepancies are resolved by either changing current practice to agree with written policy or changing policy to reflect current practice. The appropriate college constituent group(s), the College Council, and the Board of Trustees must approve any changes (IIA.32).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.6.c. The *College Catalog* and *Schedule of Classes* are clear, consistent, and accurate and are available both in print and online. The Office of Public Relations provides useful and important information to the public at large regarding college events and programs in multiple formats.

The college's main Web site is a portal to a significant amount of information that is important to students, faculty, staff, and the public—including an interactive, constantly updated *Schedule of Classes*. The college Web site as a whole, however, does not necessarily present clear and up-to-date information. While there is a lot of overall district information, department Web pages are not consistent in design, and some departments do not have a Web page. Once Web pages are developed, there is no formal mechanism to ensure that all Web pages are updated as information changes.

Some faculty and staff have expressed concern that not all publications and Web information are provided in Spanish. Reflecting this concern, the college, acting on the recommendation of the Strategic Enrollment Planning Committee (StEP), has been putting more information in Spanish online, and Public Relations designed a Spanish Web site accessible from an "En Español" icon on the college home page. Public Relations also provides Spanish language content for brochures, handbooks, posters, and advertisements.

IIA.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific beliefs or worldviews. These policies make clear the institutions commitment to the free pursuit and dissemination of knowledge.

DESCRIPTIVE SUMMARY

At Santa Rosa Junior College, academic freedom and responsibility are outlined in Board Policy 3.8 (IIA.33) and in the All Faculty Association/Sonoma County Junior College District (AFA/SCJCD) Contract, Article 9 (IIA.34). Both are published in print and accessible on the Web. The college has a Board policy for student Academic Integrity (IIA.35) published in the *College Catalog* and on the Web.

The college does not promote specific beliefs or worldviews.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.7. The college uses and makes public Board-adopted policies on academic freedom and responsibility, and student academic honesty. In addition, the AFA contract further protects academic freedom and delineates academic responsibility.

IIA.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
DESCRIPTIVE SUMMARY

The faculty hiring and evaluation process, already discussed under Standard IIA.2.d, requires that in order to be hired or to continue in employment, faculty must demonstrate currency in their respective fields (IIA.51). In the AFA/SCJCD Contract, Article 9 (Academic Freedom) states that the responsibility of faculty is to present material objectively, to present differing points of view, and to distinguish their own opinion from "general knowledge" (IIA. 34). Board Policy 3.8 also addresses academic freedom and responsibility (IIA.33).

In 2004, two students posted flyers on ten faculty office doors. The flyers were marked with a red star and quoted the text of Section 51530 of the California Ed. Code stating that teachers may not "advocate or teach communism with the intent to indoctrinate or to inculcate in the mind of any pupil a preference for communism." None of the students had ever taken classes from any of the targeted faculty. In response, the Academic Senate adopted a resolution addressing not only academic freedom for faculty, but also faculty responsibility and students' academic freedom (IIA.36).

The 2007 Accreditation Student Survey, with responses from 2,147 students, suggests that a significant majority of students perceive that most faculty at SRJC offer fair, objective information and foster an open environment where students are encouraged to examine different points of view (IIA.48). Questions included the following:

"My SRJC instructors present ideas fairly and objectively, distinguishing clearly between factual information and personal opinions." Of the 1,924 students responding to the question, 84.6 percent agreed or strongly agreed; 11.8 percent disagreed or strongly disagreed.

"Instructors foster an open environment for student-teacher discussion of ideas related to course content." Of 1,918 respondents, 86 percent agreed or strongly agreed; 10.9 percent disagreed or strongly disagreed.

"Instructors encourage students to examine different points of view." 1,905 responded; 79.2 percent agreed or strongly agreed; 11.7 percent disagreed or strongly disagreed.

"In general, my instructors seem to know about current issues in their field of expertise." 1,911 responded; 90.1 percent agreed or strongly agreed; 7.2 percent disagreed or strongly disagreed.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIA.7.a. This standard is clearly articulated in the AFA contract, Board policy, and elaborated in other documents such as those linked to the Academic Freedom Web page through the Academic Senate Web site. Faculty hiring and evaluation processes seek to ensure that the standard is upheld.

The 2007 Accreditation Student Survey provides evidence that students believe that faculty are generally fair and objective.

IIA.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
DESCRIPTIVE SUMMARY

The college provides statements outlining policies about student conduct, consequences for misconduct, and disciplinary procedures (IIA.37), both online and in print, in the *Schedule of Classes* (IIA.9, Academic Integrity Statement, p. 3 *Fall 2008 Schedule*) and the *2007-2008 College Catalog* (IIA.8., Academic Integrity Statement, p. 21 and Student Conduct and Due Process, p. 30). Students are instructed to "Learn and understand the course requirements, grading procedures, and rules and expectations for acceptable conduct and behavior in each of your classes, including definitions of plagiarism and the ethical use of technology," and "Learn and understand SRJC Policy 3.11 on Academic Integrity and the Student Conduct Code." Faculty are instructed to "Inform students of the course requirements, grading procedures, and rules and

expectations for acceptable conduct and behavior in your class, including definitions of plagiarism and the ethical use of technology,” and “Inform students of the SRJC policy (3.11) on Academic Integrity and the Student Conduct Code.” The consequences for misconduct are general, ranging from a reprimand of the student to expulsion.

Recently, the SRJC Academic Senate discussed a paper distributed by the Academic Senate of the California Community Colleges, “Promoting and Sustaining an Institutional Climate of Academic Integrity.” The SRJC Academic Senate, responding to recommendations articulated in this document, is in the process of clarifying policies regarding academic integrity. Faculty are also frequently urged to use the Turnitin plagiarism detection Web site and are provided training to use it (IIA.38).

ASSESSMENT

Santa Rosa Junior College meets the requirements of IIA.7b. SRJC requires academic honesty prominently and clearly. Examples of dishonesty and the general kinds of consequences a student may experience for dishonesty are readily available to students. Instructors are required to communicate to students the definition of plagiarism and their own policies on and consequences for cheating.

However, the college does not yet have uniform, specific consequences for any particular form of cheating. Each instructor determines the consequences for his or her classes, so students may experience very different consequences from one instructor to another. Furthermore, there is as yet no mechanism in place to assess the extent to which dishonesty is being detected by instructors or what consequences are being applied.

IIA.7.c	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
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Although SRJC does not seek to instill specific beliefs or worldviews, the college does specify codes of conduct or ethics for all, from the Board of Trustees to administrators, faculty, staff, and students. The Magna Carta that is posted in the Board Room is evidence of this. Prior notice of expected student conduct and consequences for violation are found in the *College Catalog*, pages 30-34 (IIA.8). Guidelines for conduct and ethics are found in Board Policy 4.14a for all employees (IIA.39), Board Policy 0.22 for Board members (IIA.40), and Board Policy 2.2P for administrators (IIA.41).

ASSESSMENT

Santa Rosa Junior College meets the requirements of IIA.7.c. The entire college community is given ample prior notice about specific codes of conduct.

IIA.8	Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with the standards and applicable Commission policies.
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Santa Rosa Junior College offers a Study Abroad Program but only to students enrolled at the college, so this standard is not applicable.

Planning Agenda for Standard IIA

1. The college will institutionalize student learning outcomes assessment by completing the following tasks:

By fall 2012, provide measurable student learning outcomes for all courses, as evidenced in the course outlines of record and faculty syllabi.

By fall 2009, provide measurable student learning outcomes for all programs, as evidenced in the *College Catalog* and Web descriptions of certificates, majors, and programs.

By the end of spring 2009, establish an ongoing cycle of assessment, as evidenced in program review documents.
2. By spring 2011, the college will improve the consistency, currency, and usefulness of the college's public information efforts by:
 - Ensuring that all Web pages are updated regularly and are consistent with college standards.
 - Improving the Web search engine.
 - Posting on the Web a sequencing plan for all 18 unit or more certificates and majors.
 - Publishing more documents in Spanish.
3. By spring 2010, the college will develop an institutional policy setting forth the consequences of plagiarism and other forms of academic dishonesty, as evidenced by the SRJC Board Policy Manual.
4. By fall 2009, the college will evaluate the staff and resources necessary to provide data that allows for the tracking of cohort groups, analysis of student equity, and tracking of noncredit students, as evidenced by a report to the Vice President of Academic Affairs.

Resource Documents

- IIA.1 *Curriculum Writer's Handbook (2007-2010)*
http://online.santarosa.edu/homepage/bbrown/12_19_07_Final_Handbook.pdf
- IIA.2 Program and Resource Planning Process Documents
<http://busapp02.santarosa.edu/convergence/convergence.html>
- IIA.3 Office of Institutional Research Web Page
<http://www2.santarosa.edu/pages/office-of-institutional-research.php>
- IIA.4 *The Sonoma County Junior College District Fact Book*
<http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php>
- IIA.5 Sonoma County Junior College District (SCJCD) Regional Community Needs Assessment
<http://www2.santarosa.edu/media/oir/CNA2007.pdf>
- IIA.6 Planning Web Page
<http://www2.santarosa.edu/pages/planning.php>
- IIA.7 LOOKUP Program (password protected)
<http://www.santarosa.edu/lookup/>
- IIA.8 *The SRJC College Catalog*
http://www.santarosa.edu/schedules/college_catalog/
- IIA.9 *The Schedule of Classes*
<http://www.santarosa.edu/schedules/Spring08-smaller.pdf>
- IIA.10 Vocational ESL Courses
http://busapp02.santarosa.edu/SRCurric/SR_CourseOutlines.aspx

- IIA.11 Project LEARN Web Page
<http://www.santarosa.edu/projectlearn/wdin.shtml>
- IIA.12 Student Equity Plan
(available in print)
- IIA.13 2007 Accreditation Faculty/Staff Survey
[http://www2.santarosa.edu/media/planning/Zoomerang%20 %20FINAL-- %20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey %20Results%20Ov.pdf](http://www2.santarosa.edu/media/planning/Zoomerang%20%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%20Ov.pdf)
- IIA.14 Data Mine Data (password protected)
<http://www.santarosa.edu/datamine>
- IIA.15 Course and Program Student Learning Outcomes Assessment Handbook, Project LEARN Web Page
<http://www.santarosa.edu/projectlearn/wdin.shtml>
- IIA.16 Learning Assessment Project (LA) and Learning Outcomes Assessment Report (available in print)
- IIA.17 *Instructional Notes* (2007-2008 editions)
http://www.santarosa.edu/faculty_staff/instructional_notes/
- IIA.18 Curriculum Access and Tracking System (CATS)
<https://www2.santarosa.edu/file-depot/download.php?action=dl&id=5690>
- IIA.19 Program-level Outcomes Pilots (available in print)
- IIA.20 Board Policy 4.3.2P, Faculty Hiring: Regular and Adjunct
<http://www.santarosa.edu/polman/4person/4.3.2P.pdf>
- IIA.21 Health Sciences Web Page, showing capstone projects (available in print)
- IIA.22 SRJC Mission Statement
<http://www.santarosa.edu/polman/1mission/Policy1.1.pdf>
- IIA.23 Faculty Job Announcement
<http://www.santarosa.edu/hr/job-openings/job-openings.php>
- IIA.24 Professional Development Activity Workshops
<http://www.santarosa.edu/src/pda.html>
- IIA.25 Disability Resource Department Web Page
<http://online.santarosa.edu/presentation/?4928>
- IIA.26 National Council of State Boards for Nursing (NCLEX), exams and results.(available in print)
- IIA.27 Board Policy 3.1P, Procedures for Approving General Education Courses
<http://www.santarosa.edu/polman/3acadpro/3.1P.pdf>
- IIA.28 Certificate and Majors Web Pages
<http://www.santarosa.edu/instruction/>
- IIA.29 Board Policy 8.3.1, Articulation/Transfer Center
<http://www.santarosa.edu/polman/8stuserv/8.3.1.pdf>
- IIA.30 Board Policy and Procedure 3.6, Approving, Revising or Phasing Out Instructional Programs
<http://www.santarosa.edu/polman/3acadpro/3.6.html>
- IIA.31 Portfolios of Public Relations Materials (available in print)
- IIA.32 Board Policy 2.5 (Governance and the Committee System)
<http://www.santarosa.edu/polman/2govern/2.5.pdf>

- IIA.33 Board Policy 3.8, Academic Freedom
<http://www.santarosa.edu/polman/3acadpro/3.8.pdf>
- IIA.34 AFA Contract Article 9, Academic Freedom
<http://www.santarosa.edu/afa/Contract/Articles/art9.pdf>
- IIA.35 Board Policy 3.11, Academic Integrity
<http://www.santarosa.edu/polman/3acadpro/3.11.html>
- IIA.36 Academic Senate Minutes, Academic Senate Web Page
<http://www.santarosa.edu/senate/>
- IIA.37 Student Code of Conduct
http://www.santarosa.edu/for_students/rules-regulations/student-conduct.shtml
- IIA.38 Flex Training on Turnitin Software
http://www.santarosa.edu/src/s_2007_flex_activi.html
- IIA.39 Board Policy 4.14a, Employee Conduct
<http://www.santarosa.edu/polman/4person/4.14a.html>
- IIA.40 Board Policy 0.22, Code of Ethics for Board of Trustees
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>
- IIA.41 Board Policy 2.2P, Management Guidelines and Procedures, including a management code of ethics
<http://www.santarosa.edu/polman/2govern/Proc2.2p.pdf>
- IIA.42 College Initiatives, SRJC Planning Web Page
<http://www2.santarosa.edu/pages/planning/college-initiatives.php>
- IIA.43 Samples of CASAS and Other ESL Assessment Exams (available in print)
- IIA.44 Evidence of Alignment in the English and Math Pathways (available in print)
- IIA.45 Survey of Occupational Program Completers (samples and results)
<https://www.santarosa.edu/accred/docs/IIA/IIA.45%20VTEA%20Student%20Leaver%20S07.pdf>
<https://www.santarosa.edu/accred/docs/IIA/IIA.45%20VTEA%20Student%20Leaver%20Surver%20F07.pdf>
- IIA.46 Student Services Outcomes (available in print)
- IIA.47 Student Services Assessment Projects (DRD, EOPS, Matriculation and CalWORKS) (available in print)
- IIA.48 SRJC 2007 Student Accreditation Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IIA.48.a SRJC Organizational Charts
<http://www.santarosa.edu/hr/district-information/>
- IIA.49 Occupational Advisory Committees, Board approved list (available in print)
- IIA.50 Tenure Review Process, AFA/District Contract Article 30
<http://www.santarosa.edu/afa/Contract/Articles/art30.pdf>
- IIA.51 Faculty Evaluation, Classroom Observation form
<https://www.santarosa.edu/accred/docs/IIA/IIA.51-Faculty%20Eval%20Observation.pdf>
- IIA.52 Online *Schedule of Classes*
http://www.santarosa.edu/schedules/schedule_of_classes/
- IIA.53 Online *Schedule of Classes*, Class Finder
http://busapp02.santarosa.edu/SRWeb/SR_ScheduleOfClasses.aspx

- IIA.54 Articulation Web Page
http://www.santarosa.edu/for_students/student-services/articulation/
- IIA.55 Web link to ASSIST
<http://www.assist.org/Web-assist/welcome.html>
- IIA.56 Guides for Transfer in Specific Majors
<http://www.santarosa.edu/app/counseling/transfer/>
- IIA.57 General Education Requirements for SRJC, CSU, and UC
http://www.santarosa.edu/for_students/student-services/articulation/general-education.shtml
- IIA.58 Articulation Agreements Web Link
http://www.santarosa.edu/for_students/student-services/articulation/agreements.shtml

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services





STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services



COMMITTEE MEMBERS

Administrative Liaison:	Ricardo Navarrette	Student Services	Management
Cochairs:	Molly Lynch	Counseling	Faculty
	Freyja Pereira	Admissions & Records	Management
	Steve Cohen	BAD/BOT/CIS/CFS	Management
Committee Members:	Suzanne Papa	Student Employment	Classified
	Elisa Conti	Disability Resources	Faculty
	Lynn McMullin	Financial Aid	Management
	Amy Merkel	Counseling	Faculty
	Filomena Avila	Counseling	Faculty
	Ruth McMullen	Matriculation	Management
	Beatriz Camargo	Assessment	Classified
	Betsy Roberts	Non-Credit Programs	Management
	Eve Nighswonger	School Initiatives	Management
	Bill Stinson	District Police	Classified
	Deborah Wootten	Student Affairs	Management

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

IIB.1 The institution assures the quality of student services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College (SRJC) offers a comprehensive array of student services, including Admissions and Records, Adult Reentry Services, Articulation, Assessment, CalWORKS, Career Development Services, Counseling, Disability Resources, Extended Opportunity Program and Services (EOPS), Financial Aid, Matriculation, New Student Programs, Puente, Psychological Services, Scholarship Programs, Schools Relations, Student Affairs, Student Health Services, Transfer Center and Veterans Affairs. The Vice President/Assistant Superintendent of Student Services is responsible for all Student Services, supervising the deans and directors who lead and manage the various departments and programs (IIB.1). The Vice President convenes and chairs the twice monthly Student Services Council meetings, and all Student Services administrators and the chair of the Counseling Department are part of this consultation, evaluation and planning group. These meetings serve to enhance communication and promote quality student services among the various programs and services. Information regarding student services may be accessed through the SRJC Web site 24 hours a day (IIB.2). The *College Catalog* and *Schedule of Classes* provide information regarding the services available in a printed format (IIB.3, IIB.4). In addition, a variety of marketing materials is regularly disseminated to targeted areas and student groups throughout the year.

Historically, programs and departments have systematically assessed student support services through a program review conducted every three years under the direction of the Vice President of Student Services. These regular evaluations have included student surveys and focus groups as well as analyses of program statistics, successes, and challenges. As the result of the program review process, the Student Services Master Plan set out goals, objectives, and activities to address the findings of the program review and ensure continued quality programs and services. The most recent Student Services Master Plan, completed in 2005, examined critical trends that impact the accomplishment of established goals and assessed student needs, student satisfaction with services, and barriers to student success (IIB.5).

During 2007-08, the college adopted and implemented a new self study process, Program and Resource Planning Process (PRPP), an annual review for all academic, student services and administrative support units. The first PRPP cycle was completed in May 2008 and replaced the Student Services Program Review (IIB.6). In it, Student Services continues to examine the issues addressed in the previous process to assure the quality and effectiveness of its programs.

The Office of Admissions, Records and Enrollment Development (ARED) supports the mission of the college by providing quality, efficient service to students, faculty, and staff across the district. ARED continues to recommend enhancements to the services that they offer through the PRPP process (IIB.6). ARED ensures that students can access services to apply, register, and obtain forms and information easily and quickly through the college Web site (IIB.2). Students can also obtain information in person at the Santa Rosa and Petaluma campuses, as well as at the Public Safety Training Center (PSTC) in Windsor. ARED informs the public about SRJC through outreach services, such as sending representatives to the Wednesday Night Market in downtown Santa Rosa, providing services before the start of each semester at the local malls, and participating in other community events. The college has spent the last six years developing new Student Information System (SIS) software. The new system was implemented in November 2008. SIS replaces all software modules in the current Student Records System. Features of the SIS were developed

with faculty and staff input in order to improve its effectiveness. Students will have greater access to their records via a special student portal.

The college offers a full array of counseling services in support of student learning, available at each major college location. Those services are discussed in detail in the response to Standard IIB.3.c.

The Financial Aid Office (FAO) provides financial resources through government and private sources to help students meet their educational goals (IIB.7). Students can access information regarding financial aid on the district's Web site, at the Santa Rosa and Petaluma campuses, at the Public Safety Training Center (PSTC) in Windsor and at Sonoma County Job Link, a comprehensive career employment resource for job seekers and changers (IIB.8). The Coordinator of Financial Aid Outreach conducts presentations at all local high schools to inform potential students of available resources. The Outreach Coordinator also conducts Parent Nights to work with parents on how to complete the Free Application for Federal Student Aid (FAFSA) (IIB.5). Outreach is also conducted on campus through workshops and classroom presentations. Presentations are also led in Spanish throughout the community. A full-time Financial Aid Technician is assigned to the Petaluma Campus to assure timely access to all aid programs.

The Scholarship Office supports student learning by managing the district's scholarship program. Scholarships at SRJC are funded through the Frank P. Doyle and Polly O'Meara Doyle Scholarship Trust Fund, the Santa Rosa Junior College Foundation, and support from community groups and businesses (IIB.9). The Doyle Scholarship program is unique among community colleges for the size of the endowment. According to the February 2008 Board Report (IIB.10), over 4,700 students were awarded Doyle funds for a total of over \$5 million dollars during 2007-08.

Comprehensive matriculation services are delivered at both the Santa Rosa and Petaluma campuses. Additionally, some services, such as admissions, registration, online orientation and counseling, are accessible at the SRJC Southwest Santa Rosa Center, the SRJC Robert Shone Farm Agricultural Center, and through the college's Web site (IIB.11). An important component of matriculation is the systematic collection and analysis of data, not only to assess the impact of support services on student retention, persistence, and the attainment of educational goals, but also to evaluate services and determine how they can be improved. This information is available in the *Fact Book* (IIB.12).

The Office of Schools Relations coordinates outreach presentations highlighting college programs and the matriculation process to high school seniors at all comprehensive high schools in the district. The office also coordinates quarterly meetings with high school counselors and sends a printed newsletter to all high schools to keep them abreast of current information, recent programmatic developments, and new initiatives.

The Student Affairs Office supports comprehensive student activities and student leadership development programs (IIB.13, IIB.14, IIB.15, and IIB.16) facilitating student learning. These programs are discussed in detail in the response to Standard IIB.3.b.

The Career Development Center provides career-related services and administers the student employment program. Although the Career Development Center is physically located at the Santa Rosa Campus, its services are provided to outlying areas through extensive Web-based resources. Career Development Center staff is available to visit the Petaluma Campus for orientations and other in-class presentations. A permanent location for career-related services has been identified at the Petaluma Campus.

The Transfer Center's mission is to meet the needs of students preparing to transfer to a bachelor's degree program by providing accurate, up-to-date information and a set of coordinated resources, activities, and services that support the transfer process. These resources, activities, and services include facilitating contact between students and college and university representatives, providing workshops on the transfer process as well as on specific majors and careers. Individual advising and major events, such as the annual College Fair, are important Transfer Center services. Transfer Center resources and services will be provided at the Petaluma Campus along with the Career Development Center.

Categorical program managers meet twice a month as members of the Student Services Council to coordinate and collaborate in the delivery of student services. A Categorical Programs Self-Evaluation is

conducted on a six-year cycle, most recently completed in February 2007 (IIB.17). Extended Opportunity Program and Services (EOPS), Disability Resources Department (DRD), Cooperative Agencies Resources for Education (CARE) and CalWORKs also have annual reporting responsibilities to the California Community Colleges Chancellor's Office (IIB.18).

EOPS evaluates its quality of services through a student and staff survey conducted in the spring of each year. Additionally, an advisory committee meets three times a year to review the student data that is generated and to make recommendations for future program needs and practices (IIB.18). At the Petaluma Campus a general counselor is assigned to work with EOPS students taking classes at that location.

CalWORKs and CARE report to the California Community Colleges Chancellor's Office annually. These programs also send a plan each year regarding how they will provide services. They have received commendation from the Chancellor's Office for the service plan. Students who are taking classes exclusively at the Petaluma Campus are served by an adjunct counselor. CalWORKs does not rely on online services due to the limited access low-income students may have to computers.

DRD provides academic accommodations at all locations where students are taking classes. This includes transporting ergonomic furniture to remote locations or sending sign language interpreters to various off-campus locations. Most services are coordinated at the Santa Rosa Campus. DRD has annual reporting responsibilities to the California Community Colleges Chancellor's Office. The Petaluma Campus has a full-time Disability Specialist and several other classified staff and adjunct instructors who work in Petaluma to provide services to the students who are accessing their services exclusively in Petaluma.

Many student services offices were relocated from various locations to Plover Hall on the Santa Rosa Campus in spring 2008. Students benefit from this remodeled building because they are able to access various services in one location. Plover Hall houses Admissions and Records (ARED), the Financial Aid Office (FAO), Veterans Affairs, the Scholarship Office, Assessment, and New Student Programs, including Adult Reentry Services, Schools Relations, Extended Opportunity Program & Services (EOPS) Outreach, First Year Experience (FYE), and the Welcome Center. In order to prepare the staff in these offices to provide services in one central location, Student Services held two professional development events that enhanced communication and knowledge between staff members.

ASSESSMENT

SRJC satisfies the requirement of IIB.1. Evidence of evaluation and program effectiveness is documented in the Student Services Master Plan (IIB.5) and more recently in PRPP (IIB.6). The triannual Student Services Survey is conducted by the Office of Institutional Research, in collaboration with the Student Services Council, in order to assure program quality and enhance student service.

Discussions are occurring regarding the expansion of student services at the Petaluma Campus. Although office space and informational resource areas have been identified, data is still being gathered and analyzed in an effort to identify appropriate staffing levels.

Students enrolled in English as a Second Language (ESL) and noncredit courses at the off-campus SRJC Southwest Santa Rosa Center benefit from the services of counseling, admissions, and matriculation staff. Most of these off-campus classes are held in the evening, often resulting in students having difficulty obtaining ID cards and accessing other support services. Prior to November 2008, when the new Student Information System was implemented, there was no system to track the academic success of noncredit students over time.

The anticipated completion of the new Bertolini Student Services Center will consolidate the remainder of student services with the exception of DRD. The permanent location of DRD has not been determined but is a continuing discussion item. It is hoped that some resolution will be achieved by June 2009.

IIB.2 The institution provides a *College Catalog* for its constituencies with precise, accurate, and current information concerning the following:

- a. *General Information*
 - *Official Name, Address(es), Telephone Number(s) and Web site address of the Institution*
 - *Educational Mission*
 - *Course, Program and Degree Offerings*
 - *Academic Calendar and Program Length*
 - *Academic Freedom Statement*
 - *Available Student Financial Aid*
 - *Available Learning Resources*
 - *Names and Degrees of Administrators and Faculty*
 - *Names of Governing Board Members*
- b. *Requirements*
 - *Admissions*
 - *Student Fees and Other Financial Obligations*
 - *Degree, Certificates, Graduation, and Transfer*
- c. *Major Policies Affecting Students*
 - *Academic Regulations, including Academic Honest*
 - *Nondiscrimination*
 - *Acceptance of Transfer Credits*
 - *Grievance and Complaint Procedures*
 - *Sexual Harassment*
 - *Refund of Fees*
- d. *Location or Publications where other policies may be found.*

DESCRIPTIVE SUMMARY

The *College Catalog* is published annually and includes information on all of the topics required by this standard (IIB.3). ARED oversees the publication of the *College Catalog* and systematically involves the college community in updating information. It is distributed annually to all academic and student service departments across the district, including every off-campus location. Additionally, copies are mailed to high schools within and outside the district, other California community colleges, and to all California state universities and UC campuses. Students can purchase a *College Catalog* at the bookstores on both campuses, or access it for free on the college Web site (IIB.2). It is provided free to international students if they request it as part of their information packet.

ASSESSMENT

The college meets standard IIB.2 for providing its constituents a *College Catalog* with accurate and current information important to students.

IIB.3.a The Institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

SRJC provides student access to services both on-site and online. Students have the ability to apply and register through the college Web site at any time (IIB.2). The relocation and consolidation of student services to both Plover Hall and the Bertolini Student Services Center at the Santa Rosa Campus and the new Student Services Center at the Petaluma Campus will, when complete, create excellent centers for students to access in-person services.

Outreach efforts across student service programs deliver information at many sites throughout the community, targeting special audiences such as high school seniors, English language learners, reentry students, and (through Job Link), the unemployed. The 2007 Accreditation Student Survey provided positive feedback with regard to access, quality, and the delivery of student services (IIB.21).

The college provides a positive Web presence and helpful online services for students. SRJC has been a pilot college in both "CCC Apply" and "CCC Tran" statewide projects, resulting in enhanced admission and transcript services. Counseling assigns an e-mail counselor to promptly respond to student inquiries and academic counseling issues (IIB.22). All student service departments require staff to respond to public e-mail contacts on a daily basis. The Student Information System (SIS) conversion project completed in November 2008 has a sophisticated student portal feature that enables students to view their own academic records, as well as college information and expanded online services.

New technologies are being utilized to improve the dissemination of important information to students. ARED implemented the EMT-connect system, which provides college information to current students via e-mail. Matriculation is researching an auto-dialer system that is able to deliver information to students through voice messaging via telephone.

Most student services programs, with some exceptions at the Petaluma Campus, provide evening hours once a week to accommodate the needs of evening students. These include the CyBear Center, Financial Aid, Transfer Center, Assessment, Adult Reentry, Scholarship, Counseling, ARED, DRD, and the Career Center. The college plans to expand the Petaluma Campus hours and services as enrollment grows, student demand increases, and as construction is completed.

Student Affairs, with a half-time Activities Advisor at the Petaluma Campus, is anticipating additional programmatic growth and corresponding staffing challenges as the campus moves toward its projected enrollment target.

The Office of Schools Relations coordinates the delivery of a variety of high school outreach activities at high schools and other community sites when schools are in session as well as in the evening and on weekends. Bilingual Student Services staff members also provide services, delivering information in Spanish and/or English.

Information in Spanish about matriculation services and access to specific services such as Orientation and Assessment may be accessed online through a prominently displayed link on the college home page (IIB.2). Many department brochures are also routinely printed in Spanish.

Assessment Services provides comprehensive testing services both by appointment and drop-in on the Santa Rosa Campus and by drop-in on the Petaluma Campus. Various testing times are available, including some evenings and Saturdays. GED testing is available in Spanish as well as in English at both sites. Arrangements may be made for special testing accommodations at both campuses through DRD.

ASSESSMENT

While SRJC satisfies the requirements of Standard IIB.3.a, challenges remain with regard to the provision of consistent, equitable services at key district locations other than the Santa Rosa Campus. Increased enrollment at these locations is expected to drive the expansion of services delivered at the Petaluma Campus, the SRJC Southwest Santa Rosa Center, the SRJC Robert Shone Farm Agricultural Center, and the Public Safety Training Center (PSTC).

IIB.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development of all its students.

DESCRIPTIVE SUMMARY

The college mission and its institutional outcomes encourage personal and civic responsibility as well as intellectual and personal development. Through their educational and social experiences at Santa Rosa Junior College, students have the opportunity to participate in a wide range of activities.

The Student Affairs Office offers a number of cocurricular programs, events, and activities (IIB.16), many of them facilitated jointly with the Associated Students, the Inter-Club Council and various campus departments and offices. Each year students are elected and appointed to ten positions within student government, and over 45 student clubs are registered through the Student Affairs Office. In addition, there are over 150 students who assist with campus activities and events on a yearly basis.

The legislative body of the Associated Students is the Associated Student Senate, elected by the general student body each spring. A Student Trustee has an advisory vote on all open session Board of Trustee action issues. The Associated Students are formally involved in the participatory governance system and maintain a national and statewide leadership presence. They represent SRJC in Sacramento and serve on numerous statewide professional and legislative committees and associations.

The Director of Student Affairs teaches a credit class on leadership dynamics and principles which is open to all students. The Student Affairs Office also sponsors the Leader Center, which hosts seminars and events for students to meet with and learn from community leaders, politicians, and community activists (IIB.15).

The Student Ambassador Program is an example of a service-oriented student development program. Student Ambassadors attend and volunteer at many campus events and community activities in order to engage new and returning students in educational and leadership opportunities. Student Ambassadors are required to undergo an intensive training program on all aspects of SRJC, particularly Student Affairs, college governance, and peer mentoring.

The Student Affairs Office works with the Associated Students to publish a calendar each semester promoting activities and events open to students (IIB.16, IIB.23). Information detailing these events is provided through the college Web site, newsletters, flyers, brochures, and posters (IIB.14).

In addition to Student Affairs, other programs directly address the requirements of this standard. Community Education's Arts and Lectures program includes outstanding guest speakers and music programs free to the public. EOPS, Mathematics, Engineering and Science Achievement (MESA), Puente, CalWORKS, First Year Experience, Smart Start Learning Communities, DRD, and Adult Reentry all offer programs designed to make the college experience accessible and rewarding to those facing language, social, and economic challenges. The Student Health Services program provides a variety of health promotion activities and services that help students achieve optimum health and make positive choices that contribute to both their retention and academic success (IIB.24).

ASSESSMENT

SRJC satisfies the requirements of Standard IIB.3.b. The college provides students with a variety of educational and social experiences designed to encourage personal and civic responsibilities and promote personal development. Construction and facility remodeling at both Santa Rosa and Petaluma campuses have limited convenient access to venues where events can be held. While this has temporarily impacted student participation in cocurricular activities, a number of creative programming alternatives have been successful.

IIB.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

The college's Counseling Department has adopted the following Mission Statement (IIB.25):

The mission of the Counseling Department at Santa Rosa Junior College is to provide counseling, instruction, and services that assist individuals in attaining their educational, occupational, and personal/life goals.

The Counseling Department promotes and supports diversity of culture and learning and, as an integral part of the educational community, seeks to enhance the lives of those who participate in college programs and enroll in courses.

This Mission Statement guides the counseling faculty in offering a full range of services to students, including outreach activities, orientation and initial counseling, ongoing counseling and counseling courses designed to enhance student development and to assist students to achieve their educational goal(s). Serving this mission is augmented by the department's capacity for providing services to students in languages other than English, primarily Spanish. Although all counseling faculty work with second language students, ten of the full-time counseling faculty, ten of the adjunct counseling faculty, and three of the classified staff and student employees are able to work with students in one of six languages other than English.

Comprehensive counseling services are offered on both the Santa Rosa and Petaluma campuses, and the department maintains an online presence via the "Ask a Counselor" link on the department home page (IIB.22). In Santa Rosa, counseling services are provided adjacent to ARED, as well as available in EOPS, ESL, Puente, Adult Reentry Services, College Skills, CalWORKS, the Transfer Center, the Career Center, Financial Aid and Veterans Affairs. At the Petaluma Campus, counseling is available in a central location, and, although all counselors assigned to the Petaluma Campus provide general counseling, one counselor is assigned 30 percent to work with EOPS students and another is assigned 50 percent as the Puente counselor. Many counseling faculty serve as liaisons to particular departments and have areas of particular expertise, e.g., health sciences, engineering, teacher preparation, etc., and the department also provides counseling in active support of a variety of collegewide initiatives, including the Teacher Academy, Health Care Work Force Development Program, and noncredit English as a Second Language (ESL).

SRJC counselors, in collaboration with the Schools Relations Program, actively participate as part of the outreach teams that visit local high schools throughout the academic year. These teams bring timely information about the opportunities available at SRJC and introduce prospective students to the activities necessary to make a successful transition from high school to college. Additionally, the Counseling Department, in collaboration with EOPS and Financial Aid, participates as part of a team that focuses on outreach to English language learners and their families in the local high schools. According to a report made at the October 2007 Board of Trustees meeting, counselors participated in presentations to over 25 high schools, making contact with 10,167 students during the 2006-2007 academic year (IIB.26).

To complement these outreach efforts, in 2006-2007 the Counseling Department and Student Affairs New Student Programs created a partnership to implement a more comprehensive and welcoming approach to working with new students. At both the Santa Rosa and Petaluma campuses, new students were referred directly to the Welcome Center where they were assisted in navigating the matriculation process—application, assessment, orientation, counseling, and registration—by counselors and trained student ambassadors. Over the course of the summer, 3,115 students participated in the Welcome Center, and of those students, 1,915 completed Counseling 370, the department's eight-hour orientation course. This number of Counseling 370 enrollees represented 71 percent of new high school graduates enrolling at SRJC, a nearly 50 percent participation increase over the previous academic year. Additionally, counseling faculty provided orientations to 634 students in Adult Reentry Services during calendar year 2007 (IIB.26). The Welcome Center has become a successful and ongoing addition to college outreach efforts.

The Counseling Department encourages students to meet regularly with a counselor, and students who have completed fewer than 42 units who wish to enroll in nine or more units must meet with a counselor to develop a MAP (My Academic Plan). The college offers the incentive of advance priority registration to encourage students to use the appointment system and plan in advance for subsequent semesters. In

meeting frequently with students, counselors endeavor to help students clarify their goals and address any barriers to college success. According to the Program and Resource Planning Process (PRPP) data, the Counseling Department had 44,638 student contacts in 2005 with 8,289 of those occurring at the Petaluma Campus. Statistics reported in 2007 demonstrated an increase to 49,949 documented student contacts with 10,845 of those at the Petaluma Campus (IIB.6).

The Counseling Department offers an array of courses designed to promote student development, retention, and success. During fall 2007, the department taught 65 sections with a total enrollment of nearly 1,800 students. These classes included First Year Experience, Sex and Gender, College Survival, Effective Study Workshop, Overcoming Math Anxiety, Introduction to Career Development, Identity and Diversity, Understanding the Transfer Process, College Prep Skills and five classes in the department's Human Services certificate. The full-time equivalent student (FTES) generated by these courses is steadily growing (228.44 in 2005-06, 255.53 in 2006-07 and 332 FTE for 2007-08), and the department is actively engaged in the process of reviewing and/or writing student learning outcomes for all of its courses (IIB.6).

In 2006-07 the Counseling Department, in collaboration with New Student Programs, launched a major retention and success initiative, the First Year Experience (FYE) program, with two sections of Counseling 10 and 11 at the Santa Rosa Campus and one at the Petaluma Campus. These UC transferable courses were developed to introduce first-time college students to the world of higher education, increase awareness and utilization of resources and opportunities at SRJC, and provide the opportunity for career and major exploration as well as a service-learning project. Additionally, this program promotes student development and engagement through the relationships fostered with other students and the counseling faculty member over the course of the semester or the year. In fall 2007, the department tripled its commitment to this program, offering nine sections of Counseling 10 (five in Santa Rosa, four in Petaluma). As an extension of the FYE initiative, the department has taken a leadership role in the renaissance of Learning Communities at the college, partnering with faculty in College Skills, English and Math departments to offer the Smart Start Learning Communities to support the success of students who are entering the college at the developmental level.

The Counseling Department maintains the effectiveness of programs and services in a number of ways. Full-time counseling faculty and some adjunct counselors attend weekly department meetings during fall and spring semesters. These meetings serve as opportunities for updates, professional development, department planning, and problem solving. All counseling faculty have access to the Counseling Department E-Binder to use as a reference while working with students (IIB.25, IIB.27). This electronic resource is a compendium of information regarding SRJC policies, procedures, programs, and services as well as detailed and current transfer information. The department presents an annual mandatory adjunct counseling training, and newly hired adjunct counselors participate in an orientation process that includes didactic training, observation of experienced regular counselors, and supervised practice (IIB.28).

Each spring semester, the department conducts an evaluation of all counseling faculty (IIB.29). This is independent of the district faculty evaluation process. Students are asked to complete a ten statement survey, available in English and Spanish, after meeting with a counselor, and the results are tabulated for each individual counselor and as an aggregate score for all counselors. In response to the statement, "Overall, my counseling session was helpful," the mean score for all counselors in spring 2007 was 4.89 on a 5 point scale. In the fall 2004 Student Services Survey, 65.5 percent of the respondents indicated counseling services as essential to their success, and in the fall 2007 survey of SRJC faculty and staff, 45 percent of the respondents indicated that they frequently referred students to counseling. The fall 2007 Accreditation Student Survey asked students about their awareness of counseling services, and 61 percent of the respondents (1,079 students) reported having used the service. When asked to rate counseling services, 46 percent (802 students) of the respondents chose excellent or good (IIB.21).

ASSESSMENT

SRJC satisfies the requirements of Standard IIB.3.c. SRJC does indeed design, maintain, and evaluate counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. The department is robust and creative in providing leadership for or actively participating in initiatives that are focused on student engagement, retention, and success. The Counseling Department is committed to the matriculation process and involved in all of its elements. The Counseling Department's courses are varied, and counseling faculty are active in

curriculum development and review that is responsive to student and community needs. The department has an ongoing commitment to maintain standards of excellence in counseling practice, and the general perception of counseling services at SRJC is positive and appreciative. However, the department faces the challenge of planning for the maintenance of quality and relevant services as we meet the projected demand of changing student needs in an environment of fiscal and staffing uncertainty.

IIB.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

In support of the college mission, institutional student learning outcome #6, Intercultural Literacy and Interaction, affirms the college's commitment to "teach our students to recognize and acknowledge individual and cultural diversity, practice respectful interpersonal and intercultural communication, and recognize and understand the ideas and values expressed in the world's cultural traditions" (IIB.30, IIB.31).

To promote cultural understanding and awareness, associate degree requirements have expanded to include Global Perspectives, American Cultures, Ethnic Studies and Environmental Literacy curriculum. Several multicultural courses have been added to the *Schedule of Classes* since 2003 as well as five new majors related to global studies, including Latin American Studies, Women and Gender, Religious Studies and Global Studies.

The Study Abroad Program presents opportunities for participating students to gain the knowledge, skills, and cultural experience necessary to become well-prepared members of a global society. The program provides international work and study abroad opportunities for an average of 135 students per year.

ARED directs the inbound international student program, admitting approximately 100 international F-1 visa students from over 34 countries each semester. The Swedish Project exchange program consists of a group of Swedish students in their final year of studies in the entrepreneur program at Sven Eriksgymnasiet in Borås, Sweden. The Los Mochis Sister City exchange program consists of 12 third-year students from two universities in the city of Los Mochis, Mexico (all Nursing and Nutrition majors) who enroll in noncredit ESL and Health Science courses on the Santa Rosa Campus.

The Student Affairs Office encourages and oversees the formation of clubs that represent diverse interests, cultures, religions, ethnicities, and political viewpoints. Under the direction of the Assistant Director of Student Affairs, several Student Ambassadors oversee programs designed to increase cross-cultural understanding. Presentations and lectures on topics such as the Middle East, the Holocaust, hate groups, Women's History Month, Black History Month, and sexual orientation are held on both Santa Rosa and Petaluma campuses (IIB.14). These offerings are sponsored through various programs and offices, including Staff Development, the SRJC Foundation, and Community Education's Arts & Lectures Series.

Many programs and services are in place to meet the needs of the district's growing Latino/Hispanic population. The ESL program represents a great source of diversity and ESL classes offer a supportive learning environment that includes student presentations on multicultural customs, views, and traditions (IIB.32, IIB.33). Most departments in Student Services conduct extensive outreach to the Latino/Hispanic community. As mentioned, many of the college's written materials have been translated into Spanish and the college Web site's home page includes a Spanish version of pertinent information. Key staff positions in Student Services are designated as bilingual.

ASSESSMENT

SRJC satisfies the requirement of Standard IIB.3.d. In a student survey conducted by Student Services in fall 2004, the percentage of students in all categories who said they "strongly agree" that they are treated with respect was significantly higher than the comparable percentage from the survey conducted in 2001 (IIB.19). The majority of students frequently felt comfortable expressing their opinions in class (51.9%) and half indicated that their instructors presented diversity issues in the classroom. Fewer students indicated they participate in classroom discussions about diversity. In the 2007 Accreditation Faculty/Staff Survey, 71 percent indicated that SRJC "adequately responds to the diverse needs of our community" (IIB.34).

IIB.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**DESCRIPTIVE SUMMARY**

Access to SRJC is a fundamental objective of the matriculation process. The equitable opportunity for students and potential students to enroll in courses and programs is assured through the SRJC application procedures, initial collection of student information needed for the Management Information System (MIS), and support of the enrollment and records maintenance registration process.

The college provides alternative or modified admissions services for economically disadvantaged students, language minority students, and students with disabilities through such programs as EOPS, ESL, and DRD. Admissions and Records staff is trained to refer students for such services as appropriate.

The Assessment Services Center staff performs services critical to the accurate placement of students into the college's curricula. Assessment testing is administered at the Santa Rosa Campus, the Petaluma Campus, at the Public Safety Training Center, and in local high schools throughout the Sonoma County Junior College District service area. The Director of the Office of Institutional Research (OIR) works closely with the Dean of Matriculation and Student Development, Assessment Services Center staff and appropriate faculty to establish assessment tools and management and administration procedures. All testing instruments used by the college for assessment purposes are on the California Community Colleges Chancellor's Office "List of Approved Assessment Instruments," and have been validated locally by the SRJC Office of Institutional Research.

Multiple measures are integrated into the assessment process. For matriculation purposes, SRJC considers such diverse measures as placement test scores, number of hours worked, number of semesters out of school, high school grade point average, transfer grade point average, type of English and/or math classes successfully completed, and level of family support. The assessment process provides findings central to the college's examination of curricula, course content, and the use of assessment itself for placement decisions.

The OIR has established and implemented an institutional research agenda focusing on assessment validation that enables the college to better evaluate the efficacy of matriculation services. Within the last three years, the OIR has completed the following studies:

- College Test for English Placement (CTEP) validation for placement into the English pathway (locally validated secondary assessment; included consequential validation and disproportionate impact).
- California Chemistry Diagnostic Test validation (locally validated critical mass assessment; included consequential validation and disproportionate impact).
- Assessment and Placement Services (APS) Computational validation for placement into developmental math (locally managed and validated).
- Mathematics Diagnostic Testing Product (MDTP) consequential validation of math pathway placement, and disproportionate impact (on file).

Currently, the OIR is revalidating the English Writing Sample (locally managed test), and is validating a developing process for placing students into the noncredit ESL curriculum. In addition to a number of other studies, it has also provided support for validating the admissions process into the Associate Degree Nursing and Vocational Nursing programs.

ASSESSMENT

SRJC satisfies the requirements of Standard IIB.3.e. Assessment instruments used as part of the multiple measures procedures to place students into English, ESL, and math classes have all been validated. The college is effectively addressing this standard.

IIB.3.f The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY

The college follows the state requirements regarding the treatment of student records found in the California Education Code sections 76220 and 76232. In addition, Board Policy 8.2.9 requires the college to maintain students' educational records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

To comply with these standards, a schedule for the retention, microfilming, and destruction of student records is maintained by ARED (IIB.35, IIB.36). Provisions are made for secure backup of all files, including network backups, microfilm, electronic document imaging and student data. All student records files are backed up daily. Backup procedures are documented electronically and in hard copy. ARED staff is trained to lock their computers when they leave their workstations and log off their computers each night. Access to passwords that allow data to be changed is very limited, and each log on is unique to the employee and their function. Standard practices are followed for securing student files and limiting access to authorized staff.

Student records from 1918 to 1964, faculty rosters, and all hard copy international student records are stored by hard copy in a secure vault in a highly secure facility. Only ARED staff has key cards to access offices and the records storage room. Student records since 1965 are stored electronically on the district computer system and backed up by Computing Services on magnetic tape, which is then stored in a fire resistant safe. There are duplicate sets of microfilm stored at an off-campus site in Tahoe City, which is inspected every two years by the Director of Academic Records and International Admissions.

SRJC has deployed a multilayered approach for network security and backup of college network-related data and resources. Network Technology Services and Internet Services are responsible for the Wide Area Network (WAN) and Local Area Network (LAN). Computing Services is responsible for the Student Information System (SIS) used at SRJC. In the event of a suspected security breach, Computing Services follows a set of detailed procedures to assess the situation, create an action plan, and perform a post incident report. The SRJC college network has border routers and firewalls performing security inspections.

Workstations and servers undergo regular security updates and have antivirus software. Wireless networks that have been deployed at key campus locations use the up-to-date WiFi Protected Access (WPA) enterprise standards and EAP-FAST authentication to protect from unauthorized users. Remote access to the college is through a Citrix server solution and is always authenticated and encrypted.

Data storage systems are monitored on a regular basis and use Storage Area Network (SAN) technology. The growth capacity of these systems is estimated to meet the needs of the institution for at least the next four years.

The college maintains and disseminates printed policy and procedures regarding privacy, access, and directory information in Board Policy 8.2.9 (IIB.35). Board policy guarantees the students' rights to inspect their records, limit access to their records, and enter into their records a response to disciplinary action.

At the time of admission, SRJC assigns each student a unique student identification number rather than requiring the use of a Social Security number. Students may establish a Personal Identification Number (PIN) to ensure additional security and confidentiality when using Web Link, or in-person registration. If students forget their PIN, they are required to present photo identification at ARED to reset the code. This procedure is explained in the printed *Schedule of Classes*, the *College Catalog*, and on the college Web site.

ASSESSMENT

SRJC satisfies the requirements of Standard IIB.3.f. ARED and Computing Services assure that student records are protected and secure and that release of records follows all federal, state, and district guidelines. ARED will continue to stress student confidentiality as prescribed by FERPA to all district employees on a regular basis.

IIB.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

DESCRIPTIVE SUMMARY

The following processes and activities are utilized by Student Services to determine the degree to which student support services are adequately addressing student needs. The analysis of data and anecdotal information in each program is emphasized in order to assure effectiveness and continuous improvement.

1. The Student Services Program Review has been the primary process used for the examination and evaluation of Student Services programs on a regular basis. All support services within the Student Services component underwent a comprehensive Program Review every three years. The new institutionally adopted Program and Resource Planning Process (PRPP) is now being utilized. Student Services has embraced the new process and has implemented it in all of its departments. The new process includes:
 - Unit Mission and Description
 - Budget
 - Staffing
 - Equipment Needs
 - Faculty and Staff Diversity
 - Staff Development
 - Student Learning Outcomes
2. In addition to the PRPP, program reviews for categorically funded programs such as Matriculation, EOPS/CARE, DRD, and CalWORKS are conducted by the state (IIB.17).
3. The Student Services Component Operational Goals Final Report is a document that all student service departments are required to submit to the Vice President of Student Services each year. Included in this report is progress made on each department's operational goals and achievements (IIB.37). The features of every Student Services Operational Goals Final Report include:
 - Objectives
 - Plan for Achieving New Goals
 - Progress Report on Status of New Goals
 - Statement of Accomplishments

The final report identifies objectives for the upcoming academic year, a work plan, and stated accomplishments. The accomplishments report further contributes to improving the process of meeting student needs.
4. Districtwide surveys are conducted by the Office of Institutional Research every three years to measure student satisfaction with student support services.
5. SRJC is committed to student learning outcomes. In Student Services, each program has developed a mission statement and has established student learning outcomes. Assessments, student surveys, and program evaluations will be used to constantly reevaluate and modify services in order to increase student learning and success, as well as improve services offered to students.
6. The Student Services Council meets twice a month to discuss issues and initiatives related to students and student services. All areas of student services are represented, providing opportunity for a wide cross-section of collaboration.

ASSESSMENT

SRJC satisfies the requirements of Standard IIB.4. SRJC's Student Services component has many evaluation tools in place. Student Services is currently working on correlating the results of the various assessment tools with the stated student learning outcomes. Student Services will continue to survey students and attempt to identify specific subgroups of students, such as those enrolled in online or at off-site locations to evaluate the effectiveness of services available. Additionally, Student Services needs to incorporate the results of PRPP and component evaluations assuring resource allocation and continuous improvement in all of its programs.

Planning Agenda for Standard IIB

1. By June 2009 the college will examine the scope and delivery of student support services provided to the Petaluma Campus and all off-campus locations, as evidenced by a report to the Multi-site Task Force. The institution will use the recommendations of the assessment as a basis for improvement.
2. By June 2009, the Counseling Department will assess the districtwide scope and delivery of counseling services that best meet changing student needs and the college's institutional priorities as evidenced by the PRPP.
3. By December 2009, Student Services will include specific student subgroups in assessment surveys, specifically online and different college locations, as evidenced by the results of the surveys.
4. By the fall of 2009, Student Services will have begun its annual assessment of the effectiveness of its programs and services by fully implementing the district's Program and Resource Planning Process (PRPP) in conjunction with state mandated plans and evaluation measures. Student Services will make sure that budget requests and program priorities are accurately represented in their PRPP.

Resource Documents

- IIB.1 Student Services Organizational Chart
<http://www.santarosa.edu/admin/vice-president-student-services/pdf/org-chart.pdf>
- IIB.2 Santa Rosa Junior College Web Site
www.santarosa.edu
- IIB.3 *Santa Rosa Junior College Catalog*
http://www.santarosa.edu/schedules/college_catalog/
- IIB.4 *The Schedule of Classes*
<http://www.santarosa.edu/schedules/Spring08-smaller.pdf>
- IIB.5 Student Services Master Plan/Program Review 2004-2005
http://www.santarosa.edu/srjcdocs/pdf/STUDENT_SERVICES.pdf
- IIB.6 Program and Resource Planning Process (PRPP) documents
<https://www.santarosa.edu/convergence>
- IIB.7 Santa Rosa Junior College Financial Aid Office
http://www.santarosa.edu/appaying-for-college/financial_aid_office/
- IIB.8 Sonoma County Job Link
<http://www.socojoblink.org/>
- IIB.9 Santa Rosa Junior College Scholarship Office
<http://www.santarosa.edu/app/paying-for-college/scholarship-office/>
- IIB.10 February 2008 Board Report on Scholarship Programs
<http://www.santarosa.edu/committees/bot/Minutes%202-12-08.pdf>

- IIB.11 Student Online Orientation
<http://www.santarosa.edu/orientation>
- IIB.12 *SCJCD Fact Book*
<http://www.santarosa.edu/research/Factbook/>
- IIB.13 Student Affairs Mission Statement
http://www.santarosa.edu/for_students/student_affairs/
- IIB.14 Student Event Posters (available in print)
- IIB.15 Leader Center Flyers Fall 2004 – Spring 2008 (available in print)
- IIB.16 Student Affairs Calendar of Events
http://www.santarosa.edu/for_students/student_affairs/pdf/calendar-Santa-Rosa.pdf
- IIB.17 Categorical Program Self-Evaluation, 2007
<IIB.17CategoricalProgramSelfEval.pdf>
- IIB.18 2006-07 Program Plan for EOPS and CARE
<IIB.18ProgramPlanEOPSCARE.pdf>
- IIB.19 Student Services Student Survey Fall 2004
<IIB.19StudentServicesSurveyF04.pdf>
- IIB.20 Student Services Student Survey Fall 2004 Results
<IIB.20StudentServicesSurveyResultsF04.pdf>
- IIB.21 SRJC 2007 Accreditation Student Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IIB.22 Counseling Department/Ask a Counselor
<http://www.santarosa.edu/app/counseling/ask-a-counselor/>
- IIB.23 Santa Rosa Junior College Student Affairs
http://www.santarosa.edu/for_students/student_affairs/current-events
- IIB.24 Student Health Services
http://www.santarosa.edu/for_students/student-services/student-health-services/
- IIB.25 Santa Rosa Junior College Counseling Department
<www.santarosa.edu/app/counseling>
- IIB.26 October 2007, Report to the Board
<http://www.santarosa.edu/committees/bot/Minutes%2010-9-07.pdf>
- IIB.27 Counseling E-binder
<http://www.santarosa.edu/app/counseling/binder/>
- IIB.28 Orientation/Training Plan for Adjunct Counseling Faculty
<IIB.28CounselorOrientationTrainingPlan.pdf>
- IIB.29 Annual Counseling Evaluation Results
<IIB.29AnnualCounselingEvalResults.pdf>
- IIB.30 SCJCD Mission Statement
<http://www2.santarosa.edu/pages/planning.php>

- IIB.31 Project LEARN (Learning Enhancement through Assessment and ReflectionN)
<http://www.santarosa.edu/projectlearn/>
- IIB.32 ESL Brochure Offerings (available in print)
- IIB.33 ESL Program Unit Review
<http://online.santarosa.edu/presentation/?3048>
- IIB.34 SRJC 2007 Accreditation Faculty/Staff Survey
http://www2.santarosa.edu/media/planning/Zoomerang%20-%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%200v.pdf
- IIB.35 Procedure 8.2.9P - Student Educational Rights and Privacy
<http://www.santarosa.edu/polman/8stuserv/8.2.9p.html>
- IIB.36 Records Retention Document
[IIB.36RecordsRetention.pdf](#)
- IIB.37 Student Services Operational Goals Report 2006/2007
[IIB.37StudentServicesGoalsReport.pdf](#)



STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

C. Library and Learning Support Services





STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

C. Library and Learning Support Services



COMMITTEE MEMBERS

Administrative Liaison:	Will Baty	Learning Resources/Library	Management
Cochair:	Paula Burks	Learning Resources/Library	Faculty
Committee Members:	Holly Vettori	ESL	Faculty
	Bill Shelley	Learning Resources/Library	Classified
	Alex Drake	English	Classified
	Rich Abrahams	Academic Computing	Faculty
	Julie Muzzatti	College Skills	Faculty
	Chris Wills	Shone Farm	Management
	Susan Bagby Matthews	Public Relations	Management



Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC.1 The institution supports the quality of its institutional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The needs of students and faculty are met through quality services, facilities, and collections that directly support learning. Santa Rosa Junior College provides a variety of learning resources to support the educational programs and the intellectual and cultural development of all staff and students. These services are provided throughout the district by the following programs: Library Services, Academic Computing, Tutorial Services and Media Services. All of these resources utilize instructional technologies, direct instruction and training, telecommunication networks, and instructional collections.

Library Services

DESCRIPTIVE SUMMARY

Library Services are housed at two sites, Doyle Library at the Santa Rosa Campus and Mahoney Library at the Petaluma Campus. The two libraries act as one integrated unit and share a catalog and database subscriptions to online materials such as journals, electronic books, and reference sources via the Internet. A daily shuttle allows for the movement of materials based on student request.

The new 143,000 square foot Doyle Library in Santa Rosa also houses Media Services, Academic Computing and Tutorial Services. Library Services occupies the top three floors and is the central learning support space on campus. The print collection includes 125,298 titles and 399 print periodical subscriptions. The Mahoney Library moved into a new 43,000 square foot facility during the summer of 2008. Petaluma instructional collections and library use have steadily grown to 18,850 books and 184 print periodical titles (IIC.1).

Periodical and microform collections, a California and local history collection, and strong reference collections provide a diversity of information sources. All librarians are involved in collection development, working as liaisons with instructional programs to ensure equitable distribution of funds and expenditures for each area. Librarians are directly involved in the review and elimination of obsolete materials, and involvement of instructional faculty is encouraged.

The library has a comprehensive instructional program with a focus on information competency.

In academic year 2006-2007 the department offered 51 sections of LIR 10 and LIR 30 with ten online offerings to ensure access (IIC.1). The courses satisfy an associate degree and enable students to develop necessary skills in finding and critically evaluating print and digital resources. In addition to the courses, orientations, instructional sessions, and tours are provided upon request at both sites (IIC.1).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Library services, facilities, and collections are adequate to support a college and curriculum of this size. The student survey data indicates a high degree of user satisfaction with the library (IIC.5, IIC.13). The library instructional program continues to grow and provides a variety of instructional delivery methods to ensure student access.

Media Services

DESCRIPTION

Media Services provides media circulation, production, and technical support directly to instructional staff and students at all the major instructional sites throughout the district.

Access to the collections is provided via an in-house catalog in both printed and Web-based formats. Over 1,700 music CDs and 350 CD/DVDs are circulated out of Doyle Library, and over 500 music CDs and 70 CD/DVDs are circulated out of Mahoney Library. Other services are provided, such as audiotape reproduction in support of students' language and music courses, circulation of audiocassettes and compact discs, in-library circulation of videotaped material, and assistance with media title research.

The production operation provides assistance to faculty and staff with video production, photo and slide processing, audio/video duplication and off-air/off-satellite taping. Technical support is provided to maintain all media equipment in good working condition and provide an active troubleshooting program to support the instructional staff. Finally, the department operations include planning, purchasing, maintenance, inventory location and program evaluation.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Media Services effectively supports the college's educational offerings. The SRJC student survey results indicate a high degree of satisfaction at 78% with Media Services (IIC.5).

The new facility in Santa Rosa provides state-of-the-art production and support facilities. Staffing was added to both production and circulation services to meet the existing needs. Facility needs on the Petaluma Campus have been addressed with the construction of a new Library/Media facility on the Petaluma Campus. New staffing is being added at Petaluma and will be critical to ensuring quality service.

Academic Computing

DESCRIPTION

Academic Computing facilitates access for students, staff and faculty to the resources needed to succeed in their instructional computing objectives. Its services include assistance with computer technologies planning, evaluation, acquisition and implementation; coordination of efforts among instructional departments' computer facilities and related services to achieve the college's objectives; management of multicurricular computing facilities and services for small academic programs; and coordination with other college resources to provide training, support, network and telecommunication installation and maintenance.

The demand for the support of Academic Computing continues to grow with the increasing use of computers in the college's instructional programs. There are currently 52 different computer facilities throughout all areas of the district (IIC.2). A scheduled portion of lab hours has been set aside and designated as drop-in lab time for student work on any school-related projects. There are currently a total of 1,750 instructional microcomputers successfully serving teachers and students in virtually all disciplines and in the full range of learning environments across the district. Students can access 120 production and discipline-specific software titles, as well as the Internet, and printers are widely available (IIC.3).

The Center for New Media, recently established in the new Doyle Library, is a service where faculty and staff can learn about new computer technologies and get help developing computer-supported instructional projects. The center includes a 25 station biplatform (Mac and Windows) computer lab; audio, video, and production quality printing technologies; a 50 seat presentation and meeting area; and three multimedia editing suites.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The number of computer labs has been adequate to meet the student access needs of all the departments being served, though utilization by computer lab classes is currently at maximum for a few prime midday and evening hours. Scheduled new building construction on both campuses includes five additional lab facilities, which should be able to accommodate the growth demand.

Academic Computing faces significant resource challenges, particularly in terms of the impact on staff, due to three related factors. First, the use of computers in support of instruction is on the increase in virtually every discipline (requiring the new labs mentioned above). Second, because technology is funded via SRJC's Measure A Bond, the college has moved from a seven-year cycle for computer replacement to a five-year replacement cycle. Third, again due to the bond funding, software is now being updated as soon as it is needed as a result of new or revised curricula (IIC.4). Staff time is required to support these practices by upgrading machines, upgrading and/or installing new hardware and software, and providing ongoing maintenance.

Tutorial Centers

DESCRIPTION

The Tutorial Centers at Santa Rosa Junior College provide an important instructional support program for more than 2,000 students each semester on the Santa Rosa Campus and more than 370 on the Petaluma Campus. Tutorial assistance is available for students in the disciplines of Math, Chemistry, Physics, Life Sciences, English, English as a Second Language (ESL), foreign languages, and other subjects as requested, in addition to writing assistance across disciplines. Many instructors refer students for tutoring (IIC.5), and students also hear about the Tutorial Centers from notices in student publications and the Centers' department Web page.

A computerized attendance program is used to monitor student contact hours on both campuses. The program is staffed by part-time instructional assistants who also manage drop-in tutoring, tutor large groups, mentor student tutors, and assist with tutor training. Approximately 65 student tutors on the Santa Rosa Campus provide tutoring to individual students; on the Petaluma Campus, from five to ten are employed, depending on availability. They are hired after obtaining high recommendations from instructors and going through an interview and orientation process. Tutor training is ongoing throughout each semester on both campuses. Student tutors are evaluated by tutees each semester. Since the Tutorial Center moved from temporary buildings to the new Doyle Library on the Santa Rosa Campus, the number of students served has increased dramatically. On the Petaluma Campus, the Tutorial Center is presently housed in temporary facilities while the second phase of construction is being completed.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Because of the comprehensive services offered, Tutorial Centers on both campuses are heavily used, with the demand for assistance limited primarily by the number of available tutors and facility constraints. This is particularly true at the Petaluma Campus, where physical space is extremely tight and qualified student tutors are difficult to find, particularly for some disciplines. Additional difficulties at the Petaluma Tutorial Center have been related to budget limitations for student tutors and instructional assistants. This year Basic Skills funds have been allocated to hire additional instructional assistants to address this need.

At the Santa Rosa Campus, the new Tutorial Center facility in the Doyle Library is heavily used. In the year before moving into the Doyle Library, 2,521 students received 35,781 hours of tutoring. In the first year in the Doyle Library (2006-07), 4,138 students received 54,264 hours of tutoring (up 64% in number of students and 51% in number of hours). Comparable growth was experienced in academic year 2007-2008 (IIC.14).

Both centers respond to specific student needs. For example, when the Life Sciences Department requested onsite tutoring for anatomy students, a new program was set up in the anatomy lab. In the first semester it was offered, over 90 students received over 1,000 hours of tutoring. A new program is currently being implemented at the Sonoma Developmental Center for students in the Psychiatric Technician Program.

Student satisfaction surveys are regularly disseminated. The most recent survey indicated that students tend to use the Tutorial Centers up to five times per week (IIC.5). About 60 percent of the students use the centers mostly for math and science and over 60 percent report that they do “a lot better” as a result of the help they receive. Most plan to transfer to a four-year college (IIC.5). Non-native English speakers comprised 30.2 percent of the students surveyed. Overall, a large majority (88%) indicated that they were satisfied or very satisfied with tutorial services.

IIC.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Library Services

DESCRIPTION

The library uses a well-established process for the selection, acquisition, and cataloging of all types of instructional collections. Based on formats (books, videos, or journals) the acquisition process responds directly to faculty and departmental needs and changes in the curriculum. A librarian liaison is assigned to each department and works with faculty to add new materials to the collection that directly supports the curriculum. In academic year 2006-07, 3,400 volumes and 1,200 volumes were added to Doyle and Mahoney libraries, respectively (IIC.1).

Library equipment is updated and purchased via the instructional equipment process under the guidelines administered by the Dean of Learning Resources. The Computing Services Department provides ongoing library computer equipment maintenance.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Library acquisitions follow a clear and well-established pattern throughout the college. Input by the instructional faculty is actively encouraged through a departmental liaison system, and librarians work with departments to develop strong instructional collections. The same process is in place at both the Santa Rosa and Petaluma campuses.

Current library equipment needs and maintenance are in excellent condition in both libraries owing to the furnishing and equipping of the new facilities. At the Doyle Library, all new computers, media, furniture and servers were purchased within the last year (286 desktop computers and 50 laptop computers for public use). At Petaluma, the Mahoney Library provides an excellent space that supports student learning and research, with 75 desktop computers and 25 laptop computers for public use, six group study rooms and four media viewing rooms.

Media Services

DESCRIPTION

The Media Services collection is directly driven by a process of instructional faculty requests, with a follow-up approval by the department chair. A year-end review is conducted by media staff, who subsequently use remaining resources to fill in gaps in the collection. Media equipment is requested by departments via the instructional equipment process and is purchased after consultation with the Media Services Manager, who establishes standards and suggests the best quality equipment at the best possible price.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Faculty members are directly involved in the selection of media equipment and titles, and Media Services staff assist in the reviewing and ordering of titles and equipment. The new state-of-the-art facility in Doyle Library represents a major advance in supporting the instructional program.

One area of weakness is weeding of the collections. The current system of tracking use patterns does not easily address the need to weed obsolete or low-use titles. A more integrated system for providing access to and tracking use of the video collections is needed.

There has been adequate financial support to build the collection and equipment through established processes.

Academic Computing

DESCRIPTION

Faculty and administrators participate directly in the proposal and acquisition process for equipment and materials through the annual instructional equipment process. Requests are generated by faculty and compiled at the department level, then evaluated and prioritized by administration at the cluster level. Academic Computing evaluates, researches, and recommends appropriate technologies to address the approved requests, reviews recommendations with the end users, and then acquires the equipment and software. SRJC Measure A Bond allocations (IIC.4) have proven to be sufficient to accommodate purchase of essential hardware and software items required by approved curricula over the last five years, and at this current rate of growth, will continue to be adequate through the year 2015.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The current request/allocation process adequately addresses the needs of approved curricula.

Tutorial Centers

DESCRIPTION

The Tutorial Centers rely on instructional assistants and student tutors. Computers are used for writing and math and chemistry tutorials, and graphing calculators are available for use in the centers for math and chemistry. Texts and reference books are also available. The department chair and Petaluma Tutorial Center Coordinator create tutor training materials.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Budgets for both centers are fairly limited for materials, texts, and equipment. Textbooks are normally obtained as desk copies from publishers. Faculty are consulted regarding the appropriate selection of texts and materials. Equipment requests are made through the district process. There is a continuing need at both centers for additional funding for all of these.

IIC.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Library

DESCRIPTION

The Library Department has a comprehensive instructional program with a focus on information competency. In fall 2007, the department offered 21 sections with five online offerings to ensure access (IIC.1). The courses fulfill a graduation requirement and enable students to find and critically evaluate print and digital resources. The courses have clear learning objectives and student learning outcomes have been developed and have been tested in each course. In academic year 2006-07, 1,257 students were enrolled in the information competency courses. Library orientations, specialized instructional sessions, and tours are provided upon request. The Doyle Library utilizes iPods for student tours of the new facility.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The libraries effectively provide appropriate instruction in information competency. Librarians have developed student learning outcomes (SLOs) and are in the process of assessment and testing of additional SLOs. Library courses are offered in a variety of formats to better meet student needs. Orientations are particularly popular at Mahoney Library and the Doyle Library has successfully integrated iPod based tours (IIC.1). Students used the iPods for tours 2,228 times last year.

IIC.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Library

DESCRIPTION

During the school year, Doyle Library is open six days a week for a total of 71 hours; Monday through Thursday from 7:45 a.m. - 10:00 p.m., Friday 7:45 a.m. - 5:00 p.m., and Saturday 11:00 a.m. - 4:00 p.m. Mahoney Library is open six days a week, for a total of 57 hours; Monday through Thursday 8:00 a.m. - 9:00 p.m., Friday 9:00 a.m. - 1:00 p.m., and Saturday 10:00 a.m. - 3:00 p.m. (IIC.6). Both are open for five hours on Saturday. During these hours, all library services are available to patrons.

The reference desk at Doyle Library has two faculty librarians present from 10:00 a.m. - 1:00 p.m. Monday through Thursday, and from 10:00 a.m. - 12:00 p.m. on Friday. At all other times there is one librarian present at the reference desk at both libraries to assist in research efforts.

Both libraries have worked to meet Americans with Disabilities Act (ADA) requirements and there are multiple workstations that are accessible. There is viewing equipment available on all floors. The library has worked closely with the Disability Resources Department to suggest modifications and additions when necessary.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Operating hours at Doyle and Mahoney libraries are adequate at this time. However, student demand for more access was a constant theme in the campus survey (IIC.5). In particular, opening for Sunday hours was frequently cited as a need by students. Recent budget constraints have led to canceling plans to open for several hours on Sunday at Doyle Library.

Media Services

DESCRIPTION

Media Services is located in both libraries and offers accessibility to its collection both in a printed format and to a lesser degree via the Web. However, there is a backlog to catalog lectures taped on campus and to commercially produced tapes owing to a shortage of staff. Faculty access to equipment is limited to Monday through Friday. Closed captioning is available upon request.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Access to materials via the Web is an important priority so that Media Services can offer faculty, staff, and students a complete listing of the collection. Last year a new staff member was added and work has begun to explore ways of reducing the backlog. Media Services staff need to investigate other potential options, including using the integrated library catalog and standard cataloging rules for providing Web-based access to the collection.

Academic Computing

DESCRIPTION

Academic Computing ensures access to computer technologies for students and instructors. Currently, accessibility is primarily provided in 52 different computer facilities in the district. Additionally, seven of these facilities have scheduled open lab hours, when students and faculty can drop in to work on school related projects, including the ability to run the specialized software required by different curricula. There is currently drop-in computer access available for students among these labs from 7:30 a.m. - 10:00 p.m. Monday through Thursday and from 7:30 a.m. - 5:00 p.m. on Friday and Saturday (IIC.7). Some locations have different hours that are posted on the college Computer Labs Schedule online each semester. In addition to these drop-in service labs, during regular hours of operation, both libraries have public access computers for student use, including Internet access, production software like Microsoft Office, and printing capabilities.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Academic Computing facilities are regularly used by the faculty and students (IIC.5). Department labs serve as classrooms and resources for students needing to complete assignments. The hours of operation appear to be adequate, although students would like access on the weekends. The schedule of lab hours is published at the open labs and online at Academic Computing's Web site each semester so that students know when labs are available.

Tutorial Centers

DESCRIPTION

Tutorial is available free to all registered SRJC students. The Tutorial Centers at both campuses are ADA accessible. The Santa Rosa Center is open from 8:00 a.m. - 8:00 p.m. Monday through Thursday and from 8:00 a.m. - 3:00 p.m. on Friday. The Petaluma Center is open from 9:00 a.m. - 7:00 p.m. Monday through Thursday and from 9:00 a.m. - 3:00 p.m. on Friday. Both centers advertise tutorial service information and hours regularly via flyers and posters, announcements in the *Bear Facts* (the student newsletter), entries on the Tutorial Center Web site, e-mail notices to faculty, and classroom visitations (IIC.8).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Students at both centers indicate that they are pleased with the assistance they have received (IIC.9). One student commented, "The energy here is so positive and electric. Learning is happening in a lively environment." Another said, "Very beneficial and much appreciated. I feel very lucky to have such a great service available." The Disability Resources Department regularly refers students to both Tutorial Centers (IIC.9).

However, many students have indicated that they would like to see both Tutorial Centers open on Saturdays. Recent financial constraints prevent this. The Petaluma Campus continues to have difficulties in recruiting student tutors. It is hoped that the expansion of course offerings in Petaluma will help resolve this issue as potential student tutors complete coursework. Additional instructional assistance help will be vital.

IIC.1.d The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

All library and learning support services on both campuses have security provided by District Police, who provide support on a daily basis. Building maintenance has been excellent and is provided by the Facilities and Operations Department. Library computers are maintained by Computing Services, while Academic Computing and Media Services provide maintenance and support for instructional computing labs, classrooms, and media technologies. Library instructional collections at both libraries are tagged and are part of a security detection system.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. New custodial staffing, four full time, has provided needed support for maintaining a clean, healthy environment in Doyle Library. Plans are in place for additional custodial staffing for Mahoney Library. Computing Services staff has developed systems for securing the public access computers in the two libraries. Security for both the facilities, equipment, and the collections are adequate at this time.

IIC.1.e When the institution relies on or collaborates with other institutions or sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Library

DESCRIPTION

The library has well-articulated borrowing agreements with other libraries and media centers. The library is a member of the North Bay Cooperative Library System (NBCLS), a regional consortium of multitype libraries and their holdings. This membership provides borrowing agreements with all local libraries in Sonoma, Marin, Napa, Lake, and Mendocino counties, including Sonoma State University. In the past year, a total of 568 requests from borrowing libraries were processed, and SRJC libraries requested a total of 457 items for a total of 1,045 interlibrary loan transactions.

Interlibrary loan is highly utilized by faculty and students, and through participation in the Online Computer Library Center (OCLC) patrons have access to worldwide collections. There were a total of 1,025 interlibrary loan transactions in academic year 2006-2007 (IIC.1).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The current system of interlibrary borrowing works well to provide staff and students access to needed library resources. The interlibrary loan services are efficient and broad in scope. The Interlibrary Loan Department continues to make improvements with speed of delivery of borrowed and loaned materials. This is possible with improvements in technology including providing and receiving electronic copies of requested articles using scanning and fax.

Media Services

DESCRIPTION

Access to media collections at Sonoma State University is provided through cooperative use agreements.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. This service is of value to faculty and staff and has met the needs of those who have borrowed media titles not found in the SRJC collection.

Academic Computing

DESCRIPTION

Academic Computing engages in educational technology informational exchanges with other California colleges via participation in two related higher education organizations: the Directors of Educational Technology/California Higher Education (DET/CHE) and the Northern California Community Colleges Computer Consortium (NC5). Ongoing communication occurs at meetings and conferences, related online listservs, and phone calls and e-mails directly with individual organization members as needed.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Over time, these avenues of direct communication with other higher education professional colleagues in the field have proven to be the most useful in meeting SRJC's support needs.

IIC.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Library

DESCRIPTION

The library staff actively participates in the college master planning process and takes part in program planning efforts. Librarians serve on the Institutional Planning Council, Curriculum Review Committee, District Online Committee, Institutional Technology Group, Professional Development Committee, Faculty Recognition Committee, Faculty Fund for Advanced Studies, All Faculty Association Executive Council, and the Academic Senate.

The library staff members are often asked for their input regarding planning and library policies. The Program Evaluation and Planning Process (PEP) had been used annually to help assess and plan for future direction. This year the new Program and Resource Planning Process (PRPP) served this purpose (IIC.10).

The library has recently conducted a survey of library users to determine current perceptions of the services and to assist with planning for the future. The library plans to conduct a survey every two years.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Student learning outcomes for library instruction have been developed and are being used in conjunction with user surveys to provide both evaluation and planning information. This information will serve as a basis for future planning efforts with regard to library services throughout the district. The recent survey results will be analyzed to address future planning efforts. In particular, the issue of increased library hours will need to be considered. Survey results indicated high levels of satisfaction from students (IIC.13).

Media Services

DESCRIPTION

Planning for Media Services is closely coordinated with the libraries, Academic Computing and the Center for Advanced Technology in Education (CATE) and has been accelerated with the passage of the bond measure. Evaluation of the adequacy and effectiveness of Media Services resources and services takes place at weekly meetings, where staff members discuss and prioritize plans. In addition, Media Services plays an active role in planning for district technology efforts within the Institutional Technology Group (IIC.11).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The planning and evaluation process for Media Services has been very effective. Staff members have direct input into the process of selecting equipment, planning space, staffing, budgeting, and in-service training. The recent college survey indicated a high degree of user satisfaction (over 78%) with Media Services (IIC.5).

Academic Computing

DESCRIPTION

Planning within Academic Computing is formally integrated with the Santa Rosa Junior College Strategic Master Plan for Technology, which is produced by the Institutional Technology Group (ITG). On an annual basis ITG reviews and updates the district's academic computing hardware and software standards, as well as reviews and evaluates the past year's accomplishments and reviews and sets implementation priorities for the future.

Systematic evaluation of Academic Computing and the Tutorial Center had been performed annually through the Academic Affairs Program Evaluation and Planning (PEP) process. Both departments are now using the new Program and Resource Planning Process (PRPP) (IIC.12).

Recent program adjustments in Academic Computing are primarily in the area of staffing. This includes the regrouping of existing Academic Computing computer lab positions to provide two positions that support instructional computing districtwide: one whose primary focus is network systems administration and another whose primary focus is support for instructor computers in media enhanced classrooms. Both positions also provide support for student computers in areas where there is inadequate local technical assistance.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Although the district's instructional computing offerings have continued to grow over the last two decades, there have been no additional positions added to Academic Computing since the early 1990s. With the increase in installations, this has presented an ever increasing problem to the organization in its ability to respond in a timely fashion. Driven by the bond funding and the increase in faculty and technology, the demand for services has significantly increased. Staffing needs will be identified and recommendations made based on the PRPP process.

Tutorial Centers

DESCRIPTION

Evaluations are important and are done regularly at both the Santa Rosa and Petaluma Tutorial Centers. Student tutees evaluate their tutors, the College Skills department chair evaluates students who reach 200 hours of employment, and the department chair evaluates instructional assistants. Student satisfaction surveys about all aspects of the centers are collected each semester and address tutoring as well as access, availability, facilities, and overall approval (IIC.9). Faculty evaluations of the Tutorial Centers are done periodically. The most recent faculty survey, done in fall 2007, assessed student and discipline support, frequency and method of student referrals for tutorial assistance, as well as overall satisfaction. Systematic evaluation of the centers has been performed annually through the Academic Affairs Program Evaluation and Planning (PEP), and now takes place through the Program and Resource Planning Process (PRPP). Goals in the most recent PRPP relate to developing tutorial support for online classes, providing support for students with online assignments in math and chemistry, and continuing to explore and improve tutor training activities. The centers have a Tutorial Mission Statement, a Tutor and Tutee Bill of Rights, and student learning outcomes.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. User evaluations have been an effective way to determine student and faculty needs. Based on the evaluations, both centers have responded by working to provide the appropriate number of requested tutors and by maintaining convenient hours. For example, the Santa Rosa Center extended its evening hours in fall 2007 in response to student needs. Both centers have also shown flexibility in responding to student and faculty needs—in Petaluma, large group tutoring in foreign languages has been instituted, and in Santa Rosa special athlete, anatomy and Psychiatric Technician tutorial programs have been developed. While both centers are exploring ways to support online classes (a need indicated by both students and faculty), access to computers and the Internet in the centers has enabled tutoring assistance for face-to-face classes that have online math and chemistry assignments. In order to effectively evaluate tutorial services, every tutor receives a copy of the Tutorial Center Mission Statement and the Tutor and Tutee Bill of Rights. Student learning outcomes that are discussed at staff meetings and tutor-training sessions ensure that student needs as well as department and college goals are met.

Planning Agenda for Standard IIC

1. By the end of academic year 2008-09, in coordination with the college's Program and Resource Planning Process (PRPP), the college will develop a clearly articulated process for making classified staffing decisions for Academic Computing, the Mahoney Library, and Tutorial Services at the Petaluma Campus.
2. By the end of academic year 2008-009, the college will have reviewed the Library Survey results and plan to implement increased hours of access to the libraries and other learning resources as budget allows.
3. By the end of academic year 2009-10, the College Skills Department will review the adequacy of tutorial services in regards to the expanded facilities at the Petaluma Campus as evidenced by the PRPP.

Resource Documents

- IIC.1 Frank P. Doyle Library Statistics Report 2006-2007
<https://www.santarosa.edu/accred/docs/IIC/Lib-Stats-06-07.pdf>
- IIC.2 Instructional Computers List Fall 2007
<https://www.santarosa.edu/accred/docs/IIC/Instr-Computers-List-Fall-2007.pdf>
- IIC.3 Instructional Computer Software List Fall 2007
<https://www.santarosa.edu/accred/docs/IIC/Instr-Software-List-Fall-2007.pdf>
- IIC.4 Strategic Master Plan for Information Technology
<http://cmsdev.santarosa.edu/media/planning/tech-master-plan-2007.pdf>
- IIC.5 Final SRJC 2007 Accreditation Student Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IIC.6 Santa Rosa Junior College Library Web site
www.santarosa.edu/library
- IIC.7 Academic Computing Lab Hours Web Page
<http://online.santarosa.edu/presentation/page/?37555>
- IIC.8 Tutorial Services Web Page
<http://online.santarosa.edu/presentation/page/?21591>
- IIC.9 Tutorial Services Survey (available in print)
- IIC.10 Santa Rosa Junior College Libraries PRPP Document
<https://www.santarosa.edu/convergence> (select Library)
- IIC.11 Media Services PRPP Document
<https://www.santarosa.edu/convergence> (select Media Services)
- IIC.12 Academic Computing PRPP Document
<https://www.santarosa.edu/convergence> (select Academic Computing)
- IIC.13 Library Services User Survey
<https://www2.santarosa.edu/file-depot/download.php?action=dl&id=5051> <https://www.santarosa.edu/accred/docs/IIC/Library-Accreditation-Overall-Results.pdf>
- IIC.14 SRJC Tutorial Center Statistics (available in print)



STANDARD III: RESOURCES

A. Human Resources



STANDARD III: RESOURCES

A. Human Resources



COMMITTEE MEMBERS

Administrative Liaison:	Karen Furukawa	Human Resources	Management
Co-chairs:	Norberto Quiroz	Counseling	Faculty
	Sarah Hopkins	Human Resources	Classified
Committee Members:	Sabrina Meyer	Human Resources	Management
	Debbie Eakins	Science Labs	Classified
	Stephanie Thompson	Occupational Education	Management
	Annette Dobson	Work Experience	Classified
	Michelle Poggi	Staff Development	Classified
	Ofelia Arellano	Petaluma Campus	Management
	Paulette Bell	Business Office Technology	Faculty
	Michael Eurgubian	Mathematics	Faculty
	Kari Poulsen	Child Development	Management
	Steve Donica	District Police	Management



Standard III: Resources

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- IIIA.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

Standard IIIA: Human Resources

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- IIIA.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

DESCRIPTIVE SUMMARY

The college has established hiring procedures that conform to the California Code of Regulations, Title 5, §53000, et. seq., and are utilized for all recruitments (IIIA.1, IIIA.2, IIIA.3, IIIA.4). These procedures are published online for use internally and externally and are relayed to committee members during hiring orientations. The Faculty Staffing Committee recommends new and replacement full-time faculty positions in priority order to the Superintendent/President and component Vice Presidents for Academic Affairs, Student Services, and Petaluma. The ranking is based on guiding principles, which include such factors as balancing hiring across mandates and mission, licensing and accreditation requirements, Program and Resource Planning Process (PRPP) data, and other elements such as responding to changing demographics or community needs (IIIA.5). Staffing levels for classified and management positions are determined by the component administrators and the Superintendent/President following a request process that examines PRPP data, budget resources, and district priorities.

Detailed job descriptions exist for all classified and management staff. The labor contract for Unit A faculty includes a general job description that details the main responsibilities for faculty positions (IIIA.8, IIIA.6). All faculty positions require certain minimum qualifications related to their disciplines based on statewide guidelines and department curricular standards.

All recruitments are advertised widely, using statewide distribution media. Additionally, national sources are used for full-time faculty and management recruitments. Advertising sources include online venues, listserv distributions, and print publications. Targeted advertising sources are used for specialized positions when a need is identified by the recruiting department.

Faculty hiring processes, as well as some hiring processes for classified and management positions, typically include an evaluation of the practical skills needed for the position. Candidates perform teaching demonstrations, writing exercises, computer skills tests, and other exercises. Hiring procedures for faculty recruitments require that the majority of the members of the screening committee be faculty representatives with each committee member given the opportunity to provide feedback to the appropriate Vice President before a final hiring decision is made (IIIA.1, IIIA.2, IIIA.3).

The Human Resources Department thoroughly reviews the qualifications of all candidates to verify that the candidates meet the minimum qualifications for the area of interest, and that the required degrees are from institutions that are accredited by recognized U.S. accrediting agencies. Screening committee members for faculty positions also review the minimum qualifications of the candidates. Official degree evaluations are required to determine equivalency for candidates who do not possess degrees that are accredited by recognized U.S. accrediting agencies and/or for candidates who have obtained degrees from foreign institutions (IIIA.2, IIIA.7, IIIA.8, IIIA.9).

The Web site maintained by the Human Resources Department includes many useful online resources, such as applications for employment, job announcements and job descriptions, salary schedules and benefit information, community resources, miscellaneous forms, and links to related sites (IIIA.10). Job descriptions and job announcements are reviewed regularly in an attempt to maintain position descriptions that are directly related to the institutional mission and accurately reflect position duties, responsibilities, and authority.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Over 80 percent of the respondents to the 2007 Accreditation Faculty/Staff Survey agreed or strongly agreed that SRJC hiring processes result in the employment of qualified individuals. However, a significant percentage (26%) responded that the process is not well-understood by employees (IIIA.11).

Since the last accreditation self study in 2002, changes have been made to the faculty staffing process and hiring guidelines in order to attract and hire the most qualified candidates, including earlier notification to departments regarding approval to recruit for faculty positions and a more streamlined interview process. These changes have resulted in the ability to offer positions to candidates as early as midspring with the hope of attracting as wide a pool of qualified candidates as possible.

Due to a decrease in the size of applicant pools, the college's advertising budget was augmented in academic year 2007-08 by approximately \$35,000. This augmentation allowed a significant increase in the number and variety of advertising sources utilized for recruitments. In addition to adding several targeted (discipline-specific) advertising sources, the college also added two major online sources, Craigslist and HigherEdJobs.com, with the intent of advertising all recruitments. Since this occurred, there has been an increase in applications.

IIIA.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

The college has processes and procedures in place to systematically evaluate all staff at stated intervals for all employee groups. Faculty, classified, and management evaluations utilize a participatory governance process defined by collective bargaining agreements and Board policies. The intent of the evaluation processes is to assess effectiveness and encourage continued growth and improvement. Tracking systems are in place so that evaluations take place in a timely manner and that follow-up is done, if applicable, on performance factors that need improvement (IIIA.8, IIIA.12, IIIA.13, IIIA.14).

ASSESSMENT

Although Santa Rosa Junior College meets the requirements of this standard, there is considerable dialogue throughout the college about ways to make the evaluation feedback more meaningful. The 2007 SRJC Accreditation Faculty/Staff Survey results showed that the majority (61%) of respondents feel that SRJC evaluation processes provide meaningful feedback. However, a significant number of contract faculty (35%) disagreed or strongly disagreed (IIIA.11).

Although there has been significant improvement in the number of evaluations completed in the required timeframe, there is still room for improvement. See "Response to Recommendation III" for a detailed discussion and a chart of recent evaluation completion rates.

Classified leadership has suggested making the classified evaluations process more like the processes for faculty and managers. For example, classified evaluations do not include sections that evaluate college service/professional development or allow input from individuals other than the employee's supervisor, while faculty and management evaluations do include these features.

The last time the management evaluations were revised, the rating of “Exceeds Expectations” was combined with “Meets Expectations.” There has been discussion about differentiating between the two ratings again, with the goal of recognizing employees whose superior performance exceeds expectations (IIIA.13, IIIA.14).

IIIA.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTIVE SUMMARY

The Faculty Evaluation Instructional Observation Report (IIIA.13) requires that faculty members be observed and evaluated on nine criteria, including “Organized course, syllabus and presentation to correspond to the most current Title 5 course outline.” In addition, as an element of their self-assessment, faculty members are encouraged to seek, on a regular basis, informal feedback about the effectiveness of their teaching. One option provided by the Contract (Article 14A.08) is to use data from a departmentally approved student learning outcomes study. The district is currently working with the All Faculty Association and the Academic Senate to reach an agreement that would make reflection on student learning outcomes a mandatory portion of the self-assessment component of the evaluation. If an agreement is reached, it will be noted in an addendum to the self study.

ASSESSMENT

Santa Rosa Junior College’s faculty evaluation forms and process do not currently address student learning outcomes as a requirement. As of this writing, the district and AFA are in negotiations to determine how student learning outcomes should be a component of the evaluation process.

IIIA.1.d The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTIVE SUMMARY

SRJC has a long tradition of upholding the highest standards of professional ethics for all individuals involved with the college, including the Board of Trustees, faculty, administrators, classified staff, and students. The SRJC Board of Trustees created and adopted Policy 0.21.7, Code of Ethics for Board of Trustees in 1995. The policy was revised in 2001, and reviewed by the Board in June 2007 (IIIA.18). Board Policy 3.11, Academic Integrity is published in the *College Catalog* and *Schedule of Classes*. The policy and its accompanying procedures delineate the ethical behavior and responsibilities of students and faculty in the context of the college instructional setting (IIIA.19, IIIA.20, IIIA.21).

In 2003, the Academic Senate approved a “Faculty Professional Ethics Statement and Procedures” (IIIA.22). The Senate also has a standing Professional Ethics Committee that studies problems referred to it by the Senate, recommends policies to the Senate on matters pertaining to ethical standards, and responds to colleagues when requested to resolve professional and ethical conflicts between faculty (IIIA.23). The “Manager’s Code of Ethics” is included in Board Policy 2.2, Management Guidelines and Procedures (IIIA.14), and lists 14 examples of exemplary ethical behavior.

The college regularly publishes the “Student Standards of Conduct” (IIIA.24), which begins with the expectation that students will act “in a manner that reflects their awareness of common standards of decency and the rights of others,” and lists a number of behaviors that can trigger disciplinary action.

All constituent groups (students, faculty, classified staff, and administrators) and the Board of Trustees, participated in the development of a joint document titled the “Santa Rosa Junior College Magna Carta” in 1997 (IIIA.57). This document expands and affirms shared ethical and professional values and ideals. It is featured in a framed, central location in the Board meeting room, and it is also available on SRJC’s Web site.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIIA.1.d. The various documents summarized above demonstrate that the college takes ethical behavior seriously, both in the classroom and in the working environment.

IIIA.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**DESCRIPTIVE SUMMARY**

The district has a well-defined annual Faculty Staffing Request process. Each fall, the Office of the Dean of Curriculum and Educational Support Services disseminates information to the college community outlining the process and timeline. Faculty Staffing Request forms are available online. The number of faculty "slots" available each year may vary according to a state formula that specifies the district's faculty obligation. All staffing requests are prioritized by cluster and then reviewed by the Faculty Staffing Committee, a President's advisory committee of the district. Several factors are considered in reviewing the requests: support of College Initiatives, program growth/enrollment, full-time/part-time faculty ratios (IIIA.25), availability of qualified adjunct instructors, advisory committee recommendations, and legal mandates from accrediting/licensing agencies. Committee recommendations are ranked and submitted for consideration and approval by the Vice President of Academic Affairs, Vice President of Student Services, the Vice President/Executive Dean of the Petaluma Campus, and the Superintendent/President. The actions taken on the recommendations are distributed to the college community by the Vice President of Academic Affairs.

In order to ensure that there is an adequate number of qualified adjunct faculty, adjunct pools are opened annually in late summer and applications are continuously accepted for all disciplines.

With the launching of the new Program and Resource Planning Process (PRPP) (IIIA.26), all college offices and departments now list existing staffing levels and document the need for additional staff based upon common objective factors. Information compiled through this process is used to inform faculty, management, and classified staffing decisions.

Minimum qualifications for faculty and educational administrator positions are determined by the California Community Colleges Chancellor's Office. Job descriptions for classified and management positions each have sections that identify the minimum qualifications required for the position. Candidates applying for positions who do not have the stated minimum qualifications may apply for equivalency. Faculty equivalency applications are reviewed by the Academic Senate Equivalency Committee. Management equivalency applications are reviewed by the Director of Human Resources, the Vice President of the appropriate component, and the Superintendent/President. Classified staff equivalency determinations are made by Human Resources in consultation with the appropriate hiring administrator.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard; however, since 26 percent of respondents to the 2007 SRJC Accreditation Faculty/Staff Survey disagreed or strongly disagreed with the statement "SRJC uses a shared governance hiring process that is understood by employees," the transparency of the various hiring processes could be improved. Additionally, only about a third of the faculty responders to the 2007 SRJC Accreditation Faculty/Staff Survey agreed that "SRJC determines staffing levels by considering institutional planning and utilizing shared governance processes." With the inception of the new PRPP process, the decision-making process should become more transparent.

As noted in IIIA.1.a, the majority (over 80%) of respondents to the 2007 SRJC Accreditation Faculty/Staff survey strongly agreed/agreed that the college's hiring process results in the employment of qualified individuals (IIIA.11).

The college has consistently met its faculty obligation as determined by the California Community Colleges Chancellor's Office. For academic year 2007-08, the college has exceeded its faculty obligation by three positions. Over the last five years, no net new faculty positions have been approved due to budget constraints. There is a perception that, due to the large number of adjunct faculty teaching at SRJC, there are not enough full-time faculty members.

Prior to 2003, an ad hoc task force was created to review classified staffing requests, but since the committee became inactive, the process for filling or creating classified positions has been seen by many to be inconsistent and confusing. The classified leadership continues to urge the college to revise the process, with the goal of making it clearer and more participatory. The classified leadership is also concerned about what is perceived to be an over reliance on Short-Term, Non-Continuing (STNC) positions and employees.

IIIA.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA.3.a The institution establishes and adheres to written policies ensuring fairness in all employment practices.

DESCRIPTIVE SUMMARY

The college's policies and procedures regarding personnel can be found in the *District Policy Manual*, Section 4.0 (IIIA.27), available both online and in print. The intention of these policies and procedures is to hire and retain outstanding faculty, managers, and classified staff to provide quality education and services to SRJC students, and to maintain sound and fair employment practices consistent with state and federal laws. Like all Board policies, they are regularly reviewed and revised through the participatory governance system, with formal and informal input from managers, faculty, classified staff, and students.

Fairness in employment practices is also addressed in written contracts with three collective bargaining units: Service Employees International Union (SEIU), Local 1021; the All Faculty Association (AFA); and the California Federation of Teachers (CFT) (IIIA.12, IIIA.8, IIIA.28). These three contracts are available for review online on the SRJC Web site and in printed form. Printed copies of the contracts are given to new classified employees and their supervisors and are available for review at the Human Resources Department and at the Resource Center for Staff Development. When contracts are updated, they are posted to the Human Resources Web site (IIIA.10).

To maintain compliance with all federal and state laws and regulations, the District Compliance Officer (DCO) and the Assistant Director of Human Resources review all job descriptions and announcements prior to making them public. The department chair or supervisor in the area of hire also reviews job descriptions (IIIA.29). The DCO oversees the hiring process for regular faculty and management positions and attends screening committee meetings and interviews. The DCO maintains a training program for staff assigned monitors, who attend screening committee meetings and interviews when the DCO is not available. The academic deans monitor all adjunct faculty interviews. For classified hiring, monitoring is performed by the screening committee chairs.

Job listings are available on the SRJC Web site and in printed form. The Human Resources Department sends job announcements via e-mail and hard copies to various organizations, including the California Community Colleges Registry. Each job listing includes an equal employment opportunity statement. Human Resources' hiring practices are coordinated through the department in conjunction with the DCO. The college provides a special Web page, Our SRJC Community, to enhance recruiting efforts (IIIA.30). This Web page provides prospective applicants with the opportunity to communicate directly with current staff and faculty to find out more about the SRJC community.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard.

IIIA.3.b The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

The collective bargaining agreements (IIIA.8, IIIA.12, IIIA.28) were modified in 1998 to include clear and specific language regarding the security and confidentiality of personnel records. The language delineates who has access to personnel records and how employees can access their files. Access is closely monitored and logged, and employee records (applications, supplemental materials, evaluations, absence notices, Personnel Action Forms, etc.) are securely maintained in a locked file room. All information is stored in written form. There is also a process in place for the permanent removal of documents from personnel files in accordance with the appropriate collective bargaining agreements.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard, but there are concerns about the physical security of the Button Building, where the Human Resources Department is located. The Button Building is protected by a security system that relies on an off-site alarm monitoring service to report violations of unauthorized entry. It is armed and disarmed by a PIN code. In 2004, the district adopted the Santa Rosa Junior College Security Master Plan (IIIA.31), which recommends that Human Resources records be protected by the Access Control and Alarm Monitoring System (ACAMS). The Master Plan states, "It is the intent of the district that all future building renovation and new construction include security field panels and devices that communicate with and are controlled by the new ACAMS server with the goal of converting all district facilities to a single integrated system over the next few years." It is hoped that when the Button Building is renovated or Human Resources moves to a new building, the new ACAMS system will be installed, thereby further securing personnel records.

IIIA.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY

Understanding of and concern for diversity is reflected in the Mission Statement, which explicitly affirms the district's commitment to "Promoting awareness of and maintaining sensitivity to ethnic, cultural, and gender diversity within our student body, faculty, staff, administration, and course offerings" (IIIA.32). This commitment is echoed in a number of Board policies and planning documents.

District Board Policy 2.5.1 states, "The Sonoma County Junior College District recognizes the importance of broad inclusion of perspectives on district committees. Every effort will be made to reflect this commitment to diversity in committee membership varied by race and ethnicity, gender, disability status, belief, age, nationality, cultural background, life experiences, and other enriching characteristics. The responsibility for promoting broad inclusion is shared by all segments of the district community" (IIIA.36).

SRJC provides a wide array of programs and services that promote equity and diversity, including:

- The Seeking Educational Equity & Diversity (SEED) Project (IIIA.37) is a professional development program for faculty that provides interdisciplinary seminars. The teacher-led faculty development program is part of a worldwide project that focuses on inclusive curriculum. The SEED seminars examine faculty roles as educators to explore ways to make SRJC more inclusive in the area of multiculturalism.
- For the past 25 years, the English Department has chosen a Work of Literary Merit (WOLM) that over 1,000 English students read each semester. Many of these works address diversity. Recently, for example, the book *Ceremony* by Leslie Marmon Silko was chosen for this recognition, which allowed students to prepare research papers on Native American culture. Lectures, open to the college community as a whole, were also scheduled and the Santa Rosa Junior College Museum assembled an exhibit of Native American photographs and artifacts to supplement the teaching of the novel.

- The Staff Resource Center provides Professional Development seminars on Latino Student Retention, Women in Leadership, Diversity and the Future, and Homophobia in the Classroom. The Student Affairs Office provides both students and faculty with lectures and activities focusing on Hate Free Awareness Week and Civil Rights in America. The college also celebrates Multicultural Day, Cinco de Mayo, and Día de los Muertos (Day of the Dead), and supports programs such as Disability Awareness Month, Women's History Month, African American History Month, Latino and Italian Film Festivals, Día de la Familia, and Latino College Awareness Open House programs to enhance the appreciation of the diverse cultures that make up Sonoma County (IIIA.38).
- The SRJC Foundation annually provides Randolph Newman Cultural Enrichment Grants to support cultural enrichment activities that benefit the general college community. Activities have included the Asian Lunar Year Celebration, Honoring Culturally Diverse Women, and Cultural Traditions of India, to name a few.

For additional information on SRJC's commitment to issues of equity and diversity, see "Recommendation I: Promoting Diversity" in the "Responses to Recommendations" section of this self study.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The district addresses a general understanding of equity and diversity in its policies and practices, and maintains appropriate programs, practices, and services that support its diverse personnel.

IIIA.4.b **The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

DESCRIPTIVE SUMMARY

The Human Resources Department implements district personnel policies and procedures in accordance with appropriate federal, state, or local laws. SRJC has an Equal Opportunity statement that articulates the district's policy on equal employment and educational opportunities. The *Board Policy Manual* is available electronically and in printed format to college personnel. Section 4.0, Personnel Policies and Procedures, was reviewed and revised in April 2001 utilizing the participatory governance process and published and was reviewed again in fall 2007. The current revisions are in the process of approval prior to finalizing (IIIA.27).

The district has also established hiring procedures for selecting well-qualified regular and adjunct faculty following the district's Equal Employment Opportunity Plan, which is presently in draft form pending the receipt of necessary data for adverse impact analysis from the California Community Colleges Chancellor's Office. District Policy 4.3.2.P establishes procedures and guidelines to enable the college to hire highly qualified faculty who are responsive to the higher educational needs of diverse ethnic, cultural, socioeconomic, and educational backgrounds, sexual orientation, or disability of the students (IIIA.4).

The demographics of Sonoma County are rapidly changing. A 2005 report in *The Press Democrat* noted that 29 percent of the 72,367 public school students in Santa Rosa schools and 28 percent of Santa Rosa high school students were Latino. They constituted 38 percent of Sonoma Valley's students, 36 percent of Windsor students, 23 percent of Cotati-Rohnert Park students, and 20 percent of Petaluma students. It is predicted that Latinos will emerge as the dominant ethnic group in Sonoma County by 2030, when non-Latino Whites will comprise 20 percent of Sonoma County's population and Latinos will account for 38 percent.

Latinos constitute almost 20 percent of SRJC's student body, with Asians and African Americans constituting 5.5 percent. Given that the Latino population of Sonoma County's elementary schools, middle schools, and high schools is currently growing, in a short time the SRJC student body will be increasingly Latino (IIIA.39).

While the diversity of the SRJC staff and faculty does not match the demographics of the students or the general population of Sonoma County presently, data gathered from the Human Resources Information System (MAGIC) in June 2008 show an overall increase of the non-White employee population from 12.13 percent in 2002 to 14.92 percent in 2008. This represents a positive change of a 2.79 percent increase over a six-year period.

The chart below indicates the self-reported ethnicity of SRJC employees in all employee groups from 2002-08:

CATEGORY	2002	2003	2004	2005	2006	2007	2008
Asian (A)	2						
Asian, Chinese (AC)	21	24	24	18	19	18	17
Asian, Indian (AI)	9	5	4	6	9	6	7
Asian, Japanese (AJ)	27	32	28	27	23	20	20
Asian, Korean (AK)	1	3	2	1	4	4	5
Asian, Laotian (AL)	2	1	1	2	1	1	2
Asian, Cambodian (AM)	2	1	3	2	1	2	4
Asian, Vietnamese (AV)	7	9	7	5	4	5	8
Asian, Other (AX)	24	36	35	33	29	32	32
Black (B)	73	80	90	88	79	91	97
Filipino (F)	20	26	25	22	22	25	29
Hispanic (H)	200	195	194	205	219	236	252
American Indian/Alaskan (N)	37	41	38	38	33	33	37
Other non-White (O)			2	3	4	22	30
Pacific Islands, Hawaiian (PH)		2	2	3	7	4	4
Pacific Islanders, Samoan (PS)	1	2	2	1	1	1	2
Pacific Islanders, Other (PX)	5	4	5	5	4	2	3
Total non-White employees	431	461	460	456	455	480	517
White (W)	2754	2713	2722	2565	2504	2503	2544
Unknown (X)	368	405	363	345	313	336	371
Unknown Declined to State (XD)							2
Percentage of non-White	12.13%	12.88%	12.97%	13.54%	13.89%	14.37%	14.92%
Total number of employees	3553	3579	3547	3369	3276	3341	3464

As noted previously, data gathered from the Human Resources Systems (MAGIC) shows an overall increase of 2.79 percent in the non-White employee population of Santa Rosa Junior College (in comparison to the total number of employees). This includes employees in all employee groups: classified, management, regular faculty, adjunct faculty, student workers and Short-Term, Non-Continuing. The numbers listed above are unduplicated employee counts, which are tallied annually in June. The ethnicity information is self-disclosed by employees at the time of hire and gathered on the Employee Information Form.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. An analysis of the data recording the number of actual employees hired during the past six years does, in all employee groups, reflect a minimal increase in percentage of the employees who identify themselves as “non-White.” While SRJC employees are still predominantly White, the percentage of Whites decreased from 87.7 percent in 2002 to 86.9 percent in 2006, reflecting a trend statewide where the population of Whites decreased from 67.3 percent to 64.1 percent for this same time period (IIIA.39). The California Community Colleges Chancellor’s Office collects and reports data regarding gender and ethnic distribution by district in a manner that permits all districts statewide to assess their own record in employment and diversity. Since no recent Chancellor’s Office availability data are available for any districts in California, the college cannot assess with certainty, at this time, whether the faculty and staff at SRJC reflect the statewide population regarding the diversity of its workforce.

IIIA.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, staff, and students.
DESCRIPTIVE SUMMARY

The district maintains and follows policies regarding the equal treatment of all personnel. Board Policy 8.2.1 (IIIA.40) on nondiscrimination states that the district “does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices nor does the district, in compliance with the Age Discrimination in Employment Act of 1975, discriminate against any employees or applicants for employment on the basis of their age.”

To ensure fairness in its employment practices, the district has written contracts with three collective bargaining units: California Federation of Teachers (CFT), the All Faculty Association (AFA), and Service Employees International Union (SEIU), Local 1021. Copies of these documents are available for review online as well as in the Human Resources Department. Copies are also provided to each employee and his or her respective supervisors (IIIA.28, IIIA.8, IIIA.12).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. However, the SRJC 2007 Accreditation Faculty/Staff Survey indicated that some survey participants (21%) disagree/strongly disagree that staff are treated equitably. A few respondents wrote responses reflecting concerns about racism and discrimination (IIIA.11).

IIIA.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA.5.a The institution plans professional development activities to meet the needs of its personnel.
DESCRIPTIVE SUMMARY

The college is strongly committed to staff development and training, and provides a variety of programs and professional opportunities for faculty, classified staff, and managers. Much of the funding comes from the state, not only through the state’s staff development funds (approved through 2008-09), but also through other funding (e.g., VTEA, Basic Skills, and Improvement of Instruction grants). In addition, the district uses general funds to support additional staff development such as safety training, the faculty sabbatical leave and professional growth increment programs, the Project LEARN (Learning Enhancement through Assessment and Reflection) (IIIA.15) activities regarding student learning outcomes, the Enrollment Fee Reimbursement Program, and the support provided by Academic Computing and its Center for New Media.

State-provided funds for staff development have greatly contributed to staff and faculty attendance at conferences and workshops, and have provided support for other districtwide, on-campus training sessions and workshops such as Elementary Spanish for College Personnel (IIIA.41). State funding has also provided support for Professional Development Activity (PDA) days (two days per academic year) (IIIA.42), and events such as the districtwide retreat, "One District, Community Won," in June 2008. The district's Enrollment Fee Reimbursement Program provides total annual funding of \$1,000 to approximately 20 employees each year who enroll in and successfully complete SRJC courses related to their work assignments (IIIA.43).

The Resource Center for Staff Development office is coordinated by a full-time Resource Center Coordinator with support of a .80 FTE Administrative Assistant, a .40 FTE faculty Staff Development Coordinator for the Santa Rosa Campus and a .20 FTE faculty Staff Development Coordinator for the Petaluma Campus. The Resource Center also works closely with Academic Computing Staff to provide technology-based and other trainings in the Center for New Media in the Frank P. Doyle Library.

Staff development workshops and trainings are offered throughout the year on the Santa Rosa and Petaluma campuses (IIIA.41). Training topics include, but are not limited to, safety, instructional techniques, student learning outcomes, environmental education, computer software programs, and technology infrastructure. Development opportunities are enriched by the Arts and Lectures Program, Environmental Forums, Women's History Month events, and the Work of Literary Merit lectures, which are all included on the Staff Resource Center Menu of Activities (IIIA.44, IIIA.45, IIIA.46).

Workshops to assist staff and faculty with incorporating current technology in the workplace and the classroom are provided on a year-round basis through the Center for Advanced Technology in Education (CATE) (IIIA.47), AFA College Service and Technology Training Fund (ACSTTF), and various offerings on PDA Day and as stand-alone trainings.

Numerous training opportunities are offered related to safety through the Environmental Health & Safety Department on topics, including, but not limited to, Back Injury Prevention, CPR Training, First Aid Training, Disaster Safety Leader Training, and Hazard Communication. Wellness workshops are also offered on ergonomics, hearing conservation, acupressure, fitness, weight management, among others. The College Summer Institute (CSI) was established in June 2007 as an annual summer training program with workshops on Generation Next, Dreamweaver, InDesign, and Customer Service (IIIA.46).

New employee orientations continue to be offered on an annual basis for new regular faculty and new classified staff (IIIA.48). The new faculty development program offers topic-driven workshops geared especially for new regular faculty. Since the last accreditation self study, an annual adjunct faculty orientation has been developed and implemented. There are currently no Management Team orientations, but in the Academic Affairs and Student Services components a mentoring system is in place to pair up less experienced deans with their more experienced colleagues.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Extensive professional development opportunities are available to all personnel at Santa Rosa Junior College. They are tailored to match the teaching and learning requirements of each group of employees and are constantly being updated, revised, and improved upon to satisfy the dynamic needs of instructors, management, and classified staff. In response to a question asking whether one's supervisor supported involvement in professional development opportunities, over 80 percent in all groups agreed or strongly agreed (IIIA.49).

The 2007 Accreditation Faculty/Staff Survey revealed that well over 60 percent of all classified, faculty, and management employees agreed or strongly agreed that the staff development opportunities that were available to them were valuable, while approximately 19 percent of management, 23 percent of adjunct, and 26 percent of regular faculty and classified disagreed or strongly disagreed with this statement. The majority in each group agreed or strongly agreed that their work schedules allowed them to attend college professional development programs, although over 20 percent of management, over 29 percent of faculty, and over 34 percent of classified either disagreed or strongly disagreed with this statement.

IIIA.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**DESCRIPTIVE SUMMARY**

The district's professional development program is planned and carried out by a participatory governance committee structure overseen by the Professional Development Committee (PDC) (IIIA.50). The PDC is comprised of employees from administration, management, faculty, and classified staff, and includes representatives from the Academic Senate, AFA, and SEIU. Liaison reporting relationships exist with the Academic Senate, AFA, SEIU, Classified Senate, and the Classified Staff Development Committee. The PDC reviews the Faculty and Staff Development Plan (IIIA.51) for the district, oversees the flexible calendar program, and reviews applications for state funds. Faculty, classified staff, and management staff each have their own committees that plan and carry out professional development activities geared for their employee group (IIIA.50, IIIA.52). These additional committees plan the Professional Development Activity (PDA) Days (two per academic year) (IIIA.53), an extensive calendar of development activities open to all employees with most offered for faculty flex credit; support the offerings related to safety and health awareness training; review and allocate money for state-funded staff development projects; and plan training related to current technology trends and needs. Evaluations are conducted regularly on professional development trainings and used for implementing new ideas and strategies to improve the program offerings (IIIA.54). These evaluations help to positively affect the ongoing planning and value of the professional development program and its related activities. In addition, the needs of all employee groups are surveyed periodically in order to evaluate how well the professional development opportunities are meeting the needs of all personnel (IIIA.55).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Continuation of the work done by the Professional Development Committee and the Classified Staff Development Committee is expected to ensure the ongoing review and evaluation of the professional development programs. Evaluations of PDA Day workshops and other trainings are reviewed by the Professional Development Committee in order to direct the focus of future professional development training topics. Evaluations are also shared with workshop presenters in order to provide feedback for their presentations.

IIIA.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**DESCRIPTIVE SUMMARY**

The new Program and Resource Planning Process (PRPP) integrates human resource and institutional planning by instituting staffing requests as a part of the districtwide resource allocation process (IIIA.26).

In 2001, the college established a Faculty Staffing Committee (IIIA.5), which is a standing committee of the college and is advisory to the Superintendent/President of the college. This committee is composed of four administrators, three faculty members, and a classified staff member who serves as an advisor to the committee and is a liaison to the Office of Human Resources. The function of this committee is to develop and recommend a priority listing of regular faculty positions for the coming academic year. In order to develop this priority list, the committee reviews and assesses a broad range of information presented by department chairs and deans via the PRPP, such as specific rationale regarding enrollment trends, program growth/changes, curriculum development, etc. Upon the review of each request, and an oral presentation justifying the need of a requested position by the supervising administrator, the committee then develops a districtwide ranked priority list based on the information submitted, and refers this list to the Vice President(s) for discussion. After discussion, the Vice President(s) recommend a list of positions to the Superintendent/President for action.

While this Faculty Staffing Committee process is not integrated with the college's Institutional Planning Council (IPC), the forms themselves request that the justification and/or rationale for the position be linked with planning, data, and needs assessment. For example, the form asks to describe "the requested position's relationship to planning." The requestor must indicate whether the (anticipated) position is related to Program and Resource Planning Process (PRPP); the Institutional Master Plan; SRJC's College Initiatives; external needs assessments; accreditation and/or licensure requirements; or legal mandates.

Regarding classified staff, there is no longer a districtwide Classified Staffing Committee. Classified positions, both replacement and growth, are proposed at the component administrator level, deriving information from departments with a formal process in writing (see Classified Position Request form (IIIA.56), and relying on input from managers and area deans rather than a committee. Major budget cutbacks in the past have led to the deactivation of the Classified Staffing Committee, which was an advisory committee to the Superintendent/President.

In the absence of a more formal program review process (now underway) coordinated with long-term budget planning and any collegewide educational and operational goals, planning for nonmanagement personnel is currently relegated to a combination of using data from the Program and Resource Planning Process (PRPP) submitted by each department and program, staffing requests, and extensive communication between managers, department chairs, and supervising administrators.

Regarding management personnel, there is no collegewide participatory process used in determining and assessing needs. Component administrators make proposals and recommendations to the college Superintendent/President and Board of Trustees for their consideration.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. As the Program and Resource Planning Process (PRPP) becomes more fully defined and instituted across the college community, personnel needs should become more coordinated with budget and planning and understood districtwide. Having recently reaffirmed its charge, revised the college Mission Statement, and created a new program review process, the Institutional Planning Council will be more at the forefront of setting goals and standards, especially as they will affect planning for future personnel needs in all components.

The new PRPP will more effectively ensure that proposals for staffing requirements will be decided with more comprehensive input, planning, and proper formal evaluation using a consistent set of guidelines and priorities. This program review process, once fully implemented, should help the college ensure that the institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement from year to year.

Planning Agenda for Standard IIIA

1. By the end of academic year 2009-10, in coordination with the college's Program and Resource Planning Process (PRPP), the college will develop an established, clearly articulated, and collaborative process for making classified and management staffing recommendations within the fiscal resources of the district.
2. By the management evaluation cycle for 2009-2010, the college will further define the highest possible rating for management evaluations in order to differentiate between those managers who "exceed expectations" and those who are only "meeting expectations."
3. By the end of academic year 2009-10, the college will expand its staff development program to address diversity issues related to students, staff, and faculty, as evidenced by the staff development training opportunities.

Resource Documents

- IIIA.1 SRJC District Policy Manual: Classified Hiring Procedures
<http://www.santarosa.edu/polman/4person/4.3.9p.html>
- IIIA.2 SRJC District Policy Manual: Faculty Equivalency Procedures
<http://www.santarosa.edu/polman/4person/4.3.2bP.pdf>
- IIIA.3 SRJC District Policy Manual: Management Hiring Procedures
<http://www.santarosa.edu/polman/4person/4.3.10p.html>
- IIIA.4 SRJC District Policy Manual: Faculty Hiring Procedures
<http://www.santarosa.edu/polman/4person/4.3.2.pdf>
- IIIA.5 Faculty Staffing Process and Forms
<http://www.santarosa.edu/hr/forms-linked/FacStaffForms&Info08-09.doc>
- IIIA.6 Job Descriptions
<http://www.santarosa.edu/hr/district-information/index.shtml#job>
- IIIA.7 SRJC District Policy Manual: Management Equivalency Procedures
<http://www.santarosa.edu/polman/4person/4.3.11P.pdf>
- IIIA.8 AFA Contract
<http://www.santarosa.edu/afa/articles.shtml>
- IIIA.9 Faculty & Educational Administrator Minimum Qualifications
http://www.cccco.edu/portals/4/minimum_quals_jan2008.doc
- IIIA.10 SRJC Human Resources Department Web Site
<http://www.santarosa.edu/hr/>
- IIIA.11 2007 Accreditation Faculty/Staff Survey
http://www2.santarosa.edu/media/planning/Zoomerang%20%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%20Ov.pdf
- IIIA.12 SEIU Contract
<http://www.santarosa.edu/seiu/>
- IIIA.13 Evaluation Forms
<http://www.santarosa.edu/hr/forms/>
- IIIA.14 SRJC District Policy Manual: Management Policies and Procedures
<http://www.santarosa.edu/polman/2govern/Proc2.2p.pdf>
- IIIA.15 Project LEARN (Learning Enhancement through Assessment and ReflectionN) Home Page
<http://www.santarosa.edu/projectlearn/>
- IIIA.16 PDA Training
<http://www.santarosa.edu/src/pda.html>
- IIIA.17 AFA Update: October 11, 2007
<http://www.santarosa.edu/afa/updates.shtml>
- IIIA.18 Code of Ethics for Board of Trustees
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>
- IIIA.19 SRJC District Policy Manual: Academic Program
<http://www.santarosa.edu/polman/3acadpro/index.html>
- IIIA.20 SRJC *College Catalog*
http://www.santarosa.edu/schedules/college_catalog/

- IIIA.21 SRJC *Schedule of Classes*
http://www.santarosa.edu/schedules/schedule_of_classes/
- IIIA.22 Faculty Professional Ethics Statement and Procedures
http://www.santarosa.edu/senate/archive/misc_docs/Prof%20Ethics%20Statement.doc
- IIIA.23 SRJC Academic Senate Bylaws
http://www.santarosa.edu/senate/archive/misc_docs/By-Laws_last.doc
- IIIA.24 Student Standards of Conduct
http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml
- IIIA.25 75/25 Report
http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/2007_FINAL_RPT_3-24-08.pdf
- IIIA.26 SRJC Program and Resource Planning Process (PRPP): Overview
<http://www2.santarosa.edu/pages/planning/convergence--web-based-tool-for-prpp.php>
- IIIA.27 *SRJC District Policy Manual*
<http://www.santarosa.edu/polman/4person/index.html>
- IIIA.28 California Federation of Teachers Contract
<http://www.santarosa.edu/hr/PDFs/CFTUnitBContract.pdf>
- IIIA.29 Interview: District Compliance Officer
<http://www.santarosa.edu/accred/docs/IIIA/IIIA-RD38-IVwithDCO.pdf>
- IIIA.30 SRJC Human Resources Department Web site: Our SRJC Community
<http://www.santarosa.edu/hr/our-SRJC-community/index.shtml>
- IIIA.31 SRJC Security Master Plan: 2004
<http://www.santarosa.edu/accred/docs/IIIA/IIIA-RD41-SecMastPlan.pdf>
- IIIA.32 SRJC District Policy Manual: Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IIIA.33 Institutional Master Plan 2002
<http://www.santarosa.edu/srjcdocs/pdf/InstMasterPlan.pdf>
- IIIA.34 SRJC District Policy Manual: Student Equity Plan
<http://www.santarosa.edu/polman/2govern/2.11.html>
- IIIA.35 Academic Affairs Master Plan: 2002
http://www.santarosa.edu/srjcdocs/pdf/ACADEMIC_AFFAIRS.pdf
- IIIA.36 SRJC District Policy Manual: Governance and Committee System
<http://www.santarosa.edu/polman/2govern/2.5.1.pdf>
- IIIA.37 SEED Project
<http://www.wcwonline.org/seed/>
- IIIA.38 Student Affairs Calendars
http://www.santarosa.edu/for_students/student_affairs/current-events/
- IIIA.39 *SCJCD Fact Book*
<http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php>
- IIIA.40 SRJC District Policy Manual: Student Rights and Responsibilities
<http://www.santarosa.edu/polman/8stuserv/8.2.pdf>
- IIIA.41 Resource Center: Menu of Activities (Workshops)
<http://www.santarosa.edu/src/wks-smn.html>

- IIIA.42 Professional Development Activity (PDA) Day
<http://www.santarosa.edu/src/PDA-current/pda-index.html>
- IIIA.43 State Funds and Enrollment Fee Reimbursement Program
<http://www.santarosa.edu/src/grants-funding.html>
- IIIA.44 Instructional Skills Workshops
<http://www.santarosa.edu/src/isw.html>
- IIIA.45 Presentation Skills Workshops
<http://www.santarosa.edu/src/psw.html>
- IIIA.46 Resource Center for Staff Development
<http://www.santarosa.edu/src/index.html>
- IIIA.47 CATE Center for Advanced Technology in Education (CATE)
<http://online.santarosa.edu/>
- IIIA.48 Orientation of New Employees
<http://www.santarosa.edu/src/orientation.html>
- IIIA.49 2007 Accreditation Faculty/Staff Survey: by Work Status
<https://www2.santarosa.edu/file-depot/download.php?action=dl&id=5116>
- IIIA.50 Professional Development Committee
<http://www.santarosa.edu/src/committees.html>
- IIIA.51 Faculty and Staff Development Plan – 2007-2010
<http://cmsdev.santarosa.edu/media/planning/HRD%20Plan%20rev%20%20072007.pdf>
- IIIA.52 Professional Development Committee: Meeting Minutes
<http://www.santarosa.edu/src/archive.html#PDC>
- IIIA.53 Professional Development Activity Days Archive/Fall 2003 – Spring 2008
<http://www.santarosa.edu/src/pda.html#archive>
- IIIA.54 Fall 2007 PDA Evaluations
<http://www.santarosa.edu/accred/docs/IIIA/IIIA-RD72-PDAEvalsF07.xls> AND
<http://www.santarosa.edu/accred/docs/IIIA/IIIA-RD72-PDAEvalsS08.xls>
- IIIA.55 Needs Assessment Survey 2003 (available in print)
- IIIA.56 Classified Position Request Form
<http://www.santarosa.edu/hr/forms-linked/ClassifiedStaffRequestPRPPFormat.doc>
- IIIA.57 Santa Rosa Junior College Magna Carta
https://www.santarosa.edu/accred/pdfs/Magna_Carta.pdf



SANTA ROSA
JUNIOR COLLEGE

ACCREDITATION REAFFIRMATION 2009

A Comprehensive Self Study Report



STANDARD III: RESOURCES

B. Physical Resources



STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. Student Support Services



COMMITTEE MEMBERS

Administrative Liaison:	Ricardo Navarrette	Student Services	Management
Cochairs:	Molly Lynch	Counseling	Faculty
	Freyja Pereira	Admissions & Records	Management
	Steve Cohen	BAD/BOT/CIS/CFS	Management
Committee Members:	Suzanne Papa	Student Employment	Classified
	Elisa Conti	Disability Resources	Faculty
	Lynn McMullin	Financial Aid	Management
	Amy Merkel	Counseling	Faculty
	Filomena Avila	Counseling	Faculty
	Ruth McMullen	Matriculation	Management
	Beatriz Camargo	Assessment	Classified
	Betsy Roberts	Non-Credit Programs	Management
	Eve Nighswonger	School Initiatives	Management
	Bill Stinson	District Police	Classified
	Deborah Wootten	Student Affairs	Management

Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

IIIB.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IIIB.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

Long considered one of the most beautiful and functional community colleges in California, Santa Rosa Junior College strives to provide adequate physical resources (facilities, equipment, telecommunications, and infrastructure) at all of its educational program sites. The institution maintains two instructional campuses (Santa Rosa and Petaluma) and two certified instructional centers (the Public Safety Training Center at Windsor and the SRJC Robert Shone Farm Agricultural Center in Forestville). The college's physical facility inventory includes 549 acres, 1,539,172 gross square feet, and 764,141 assignable square feet housed in 65 buildings containing 1,756 classrooms, laboratories, offices, libraries, media services, and other support space. For the most part, the institution has sufficient classroom and laboratory facilities to appropriately support the instructional function. However, some of the larger instructional departments need additional classroom and lab space to meet growing student enrollment demands.

Facility planning at SRJC involves the integration and synthesis of a number of different planning efforts and initiatives including the following:

- a. In support of funding for capital outlay and deferred maintenance, the college is required to provide the California Community Colleges Chancellor's Office with annual updates of its Five-Year Capital Outlay Plan and deferred maintenance needs. The submitted plans reveal how well the college meets current utilization standards (lecture/laboratory/office/library/media) and assists in the identification of instructional and support facilities needs for each college location.
- b. Periodically, the Board of Trustees directs the institution to update its Physical Master Plan (April 2007) (IIIB.1), which has several components:
 - SRJC Space Allocation and Improvement Sequencing Plan (2005) (IIIB.2)
 - Santa Rosa Junior College Master Space Allocation Plan and Facilities Plan (2007) (IIIB.3)
 - Sonoma County Junior College District Five-Year Capital Outlay Plan (2009-2013) (IIIB.4)
 - Sonoma County Junior College District Technology Master Plan (2007-2008) (IIIB.5)
 - Sonoma County Junior College District Five-Year Scheduled Maintenance Plan (2008-2012) (IIIB.6)
- c. Additionally, in the last few years consultants have produced three significant District Master Plan related reports:
 - Maas Master-Planning Study (2003) (IIIB.7)
 - Space Allocation and Improvement Sequencing Report (2005) (IIIB.8)
 - Santa Rosa Junior College Master Space Allocation and Facilities Plan (2007) (IIIB.9)

Plans are informed by the internal facility planning processes that have recently been folded into the new Program and Resource Planning Process (PRPP). The PRPP links program review, planning, and budgeting, and is conducted by the faculty and staff at the unit level with guidance from the department chair, program coordinator, and/or supervising administrator. The PRPP documentation typically includes the identification of physical resource needs in the areas of remodeling or reconfiguration of existing space, repairs, or replacement of existing equipment and fixtures, and the need for new space and/or equipment.

Upon approval of the Five-Year Capital Outlay Plan, the Vice President for Administrative Services proceeds with specific program-based facilities planning for either new or significantly expanded instructional and support projects. This is integrated with the state facilities planning process through the development of Initial Project Proposals (IPP) (IIIB.10) and Final Project Proposals (FPP) (IIIB.11). In the IPP stage, committees are formed that include representation from the affected programs to guide the administration and the professional consultants in the development of well-reasoned physical plans. Typically, a series of planning and scoping meetings continue for about two months where specific program needs are discussed and developed.

The completed IPP or FPP is reviewed by the District Facilities Planning Committee (DFPC), the major shared governance committee responsible for planning and utilization of facilities, whose membership includes faculty, staff, and student representatives. The proposals are also reviewed by the Institutional Planning Council and the Board Facilities Committee, and ultimately require approval by the Board of Trustees.

Once the state releases drawing and construction monies, the college asks the program representatives to meet with consultants and help develop the specific preliminary and construction documents. These documents are not submitted to the state or advertised for bidding until final program and administrative review and Board of Trustees approval.

State funding is based largely on formulas that assume that instructional and support facilities are scheduled five days per week (53 hour lecture/45 hour laboratory). In June 2001, in response to the desires and needs of students and faculty, the college altered its class schedule template so that a majority of classes met Monday through Thursday. While this four-day schedule continues to be popular, it has exacerbated utilization issues for both instructional and noninstructional facilities.

ASSESSMENT

The district has met and/or has exceeded the requirements of Standard IIIB.1 and IIIB.1.a. Through its published Five-Year Capital Outlay Plans and master planning goals, the district has accomplished and continues to accomplish the program-based expansion and improvement of its instructional, student service, and support facilities. The District Facilities Planning Committee (DFPC) utilizes a participatory governance model and does an excellent job of planning for facility construction and maintenance efforts.

The previous program and planning review process did not consistently link facilities planning processes with program priorities. As a result, faculty and staff often assumed, incorrectly, that requests related to facilities were approved because they had documented them in their program review. Some of these needs have been addressed by the ad hoc Facilities Review Group (FRG) (IIIB.12), which focuses on minor capital outlay facilities and infrastructure repair/replacement projects. It is anticipated that the new PRPP can better connect requests to planning decisions.

Impacts on support facilities due to the four-day class schedule have been dramatic. For example, the district has spent considerable time, effort, and money developing solutions to its transportation and parking issues at the Santa Rosa Campus. The four-day schedule compressed the utilization of all parking facilities on a Monday through Thursday basis, with little or no room for capacity error. On Fridays and weekends, the same parking facilities are underutilized. The college needs to evaluate its plans related to the scheduling of classes with particular focus on the following areas:

- Friday block classes
- Weekend classes
- Alternative four-day schedules utilizing a Monday through Saturday timeframe

- Possibility of creating alternative schedules within the Monday to Friday period
- Other ways in which to fully utilize available classrooms

As part of the California Community Colleges System, the Sonoma County Junior College District continues to experience a staffing disconnect between the expansion of program space and the need for additional staff supporting these increases. While encouraging both the modernization of existing facilities and the construction of new facilities, the state has not kept pace in funding necessary facilities operations support staff. This is particularly acute in the custodial, grounds, and skilled maintenance categories.

IIIB.1.b The institution assures that physical resources at all locations where it offers courses, programs and services, are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

The Sonoma County Junior College District is a single college, multicampus district with 65 buildings constructed over the past 90 years, with a total gross square footage of 1,539,172 (IIIB.13). It owns and operates four major educational sites:

- Santa Rosa Campus, 106 acres
- Petaluma Campus, 40 acres
- Public Safety Training Center, 21 acres
- SRJC Robert Shone Farm Agricultural Center, 360 acres
- Navy Base, 12 acres (Currently, no SRJC classes are offered at this location.)

In addition to its college planning function, Administrative Services consists of four units: Facilities Operations, Environmental Health & Safety, Computing Services, and Institutional Research. The first three components are involved in district planning and operations. Additionally, the Administrative Services operation coordinates with and helps plan District Police security, parking, and transportation functions in support of instructional and student service programs, and for the increasing number of disabled students. It also supports the specialized accessibility needs of the Student Services Disability Resources Department.

Facilities Operations, a districtwide function, consists of three distinct service responsibilities: Maintenance Services, Grounds Services, and Custodial Services and maintains all of the district's facilities and property. The Maintenance Services area is responsible for maintaining all buildings systems at all district locations, including heating, ventilation, and air conditioning, electrical, structural and carpentry services, security locking systems, and swimming pools. In addition, the department is responsible for painting services, general maintenance, and institutional safety. The department maintains 104 district vehicles (IIIB.14).

Grounds Services is accountable for maintaining the exterior and appearance of the district's hard and soft landscape and green fields, including tree trimming, lawn mowing, and waste and recycling collection. This area also maintains a baseball field, soccer field, softball field, and practice fields along with a 5,000-seat football stadium. The staff maintains grounds at the Santa Rosa Campus, Petaluma Campus, and the Public Safety Training Center (PSTC), 181.4 acres total. SRJC Robert Shone Farm Agricultural Center acreage maintenance is controlled by the farm management operation (IIIB.15).

Custodial Services works to maintain and provide a safe, clean environment to the interior of all buildings at the Santa Rosa Campus, Petaluma Campus, PSTC, SRJC Robert Shone Farm Agricultural Center, and the rented Culinary Arts Center (Brickyard). They provide planning assistance, set-up, and cleanup for numerous athletic, cultural, and ceremonial events, including commencement. The 1,467,803 square feet of building interior is maintained on a Monday through Saturday basis, including: disinfecting, trash removal, insuring public safety, making minor repairs to buildings and equipment, reporting larger maintenance issues, conducting pest control, lamping, serving on district committees, such as safety and hiring, coordinating and moving furniture for space reassignments, and general cleaning (IIIB.16).

The Environmental Health and Safety Department provides essential environmental health and safety services and mandated workplace safety trainings. This includes removal of physical, environmental, and ergonomic hazards. Staff of the Environmental Health and Safety Department are members of the District Facilities Planning Committee, Safety Committee, District Accessibility Committee, Parking and Transportation Committee, and Professional Development Committee (IIIB.17).

ASSESSMENT

The district has met and/or exceeded the requirements of Standard IIIB.1.b. The Sonoma County Junior College District designs, builds, and maintains the instructional and support facilities within the framework of the Division of the State Architect (DSA) guidelines for access, safety, and security.

The district has long been successful in the assessment and identification of needed health and safety improvements, disabled access issues, environmental conservation, emergency preparedness, as well as parking and traffic circulation matters. Instructional and support facilities meet rigorous state (DSA) seismic, air quality, and disabled access criteria.

Since the last accreditation visit, the district contracted with an independent architectural services firm to conduct a comprehensive assessment of possible disabled access barriers in an attempt to improve on state mandates and conform to federal ADA accessibility requirements. The assessment was completed in June 2007, and the results are being prioritized through joint efforts of the District Accessibility Committee (DAC) and Administrative Services to allow the district to have data-driven information to directly link budget allocation to ADA transition planning. In addition, the DAC regularly reviews construction plans to monitor for accessibility plans and establishes annual goals to improve the current level of accessibility (IIIB.18).

In 2007, the district established a standard for way-finding pathways, making them more accessible for sight-impaired pedestrians. The Disability Resources Department (DRD) and the DAC also posted a number of navigation routes on the Disability Resources Department Web site. An ADA compliance survey was performed to assist the college in evaluating site, instructional, and support services facilities for ADA and DSA accessibility issues. The issues are being addressed in short- and long-term program planning.

The Board of Trustees passed a formal resolution in fall 2007 adopting the Standardized Emergency Management System/ National Incident Management System (SEMS/NIMS) for emergency preparedness and response. The district is an active member of the North Coast College and University Mutual Aid Group (NCCUMAG). Since the last accreditation visit, all disaster response kits located in district buildings were updated and the district reviewed, updated, and redistributed the comprehensive emergency preparedness plan to meet current issues and needs. An Emergency Operations Center (EOC) training that included a practical tabletop exercise for EOC staff was completed in spring 2008 (IIIB.19).

The district maintains a state-certified police department that provides essential safety expertise, crime prevention, and law enforcement services throughout the district. Since the last accreditation, the District Police Department has added a state-certified Peace Officers Standards and Training (POST) 24 hours a day/7 days a week dispatch center with police dispatchers to handle all emergency calls throughout the district, which includes Computer Assisted Dispatch/ Records Management System/ Mobile Data Computing (CAD/RMS/MDC) technology.

Since the last accreditation visit, the district has completed a Security Master Plan. Additionally, a lighting and landscaping safety survey was conducted in 2005. The CCURE 800, a fully integrated security management system that includes access control cards, video surveillance, digital video recording, and emergency communications, has been implemented in all new buildings constructed on the Santa Rosa Campus, including the Don Zumwalt Parking Pavilion (IIIB.20). All of the buildings at the Petaluma Campus and those in progress at the Public Safety Training Center and the SRJC Robert Shone Farm Agricultural Center will have this system. Security system upgrades within the Santa Rosa Campus Bookstore, Santa Rosa Junior College Museum, and Plover Hall have been completed. Planning for system upgrades is ongoing as other buildings are renovated or remodeled.

The District Safety Committee, which meets monthly, reviews existing health and safety concerns (IIIB.19) and conducts regular audits of departments in order to identify and resolve health and safety issues.

New facilities, expanded hours of instruction in the Weekend College Accelerated Degree Program, extensive weekend and evening community education programs, and special events throughout the district, combined with federal and state regulations and mandates, continue to tax the staffing and resources of the departments responsible for district health, safety, access, and security issues.

IIIB.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

IIIB.2.a Long-range capital plans support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

Consistent with state facilities planning and utilization guidelines, the district has a well-defined facilities development process that should be enhanced with the Program and Resource Planning Process (PRPP) (IIIB.21). As noted previously, the annual Five-Year Capital Outlay Plan provides the nexus between general level (state/district) and specific program-based planning. Long-term analysis of enrollment, capacity, and space utilization analysis is done in conjunction with state processes and guidelines.

Program-based facilities development commences after the state facilities capacity/load analysis is completed and is built on the discovery of college program space eligibility derived from this general level planning process. Hence, when the district completes its enrollment/utilization analysis, it then addresses eligibility (and/or deficits) for lecture, laboratory, office, library, and media space. It matches eligibility with local program need. Data contained in the IPP for specific new or modernization projects is derived from the described general level planning process. The IPP, if state approved, leads to the development of a specific and detailed program (the FPP).

The District Facilities Planning Committee (DFPC) is the major committee responsible for planning and utilization of facilities. Membership on DFPC follows the district's participatory governance model with faculty, staff, and student representatives meeting with facilities planning and operations specialists (IIIB.22). The Institutional Planning Council (IPC) is the district's highest level planning body and, as such, is responsible for coordinating and overseeing all planning activities in the District (IIIB.23). IPC's planning role, coupled with improved coordination with the District Facilities Planning Committee, ensures a fully integrated planning process (IIIB.24).

Facilities Operations is charged with the continuous evaluation of instructional and support facilities and the adequacy of their respective building systems (mechanical, structural, electrical, communication pathways, utilities, roofs, and accessibility). Much of their continuing maintenance and evaluation efforts are reflected in the development of both the annual Five-Year Scheduled Maintenance Program and its operations and maintenance budgets (IIIB.6).

In support of and coordinated with facilities operations planning activities are the Environmental Health and Safety planning and training efforts. In addition, there are contributions to the planning process from District Police (security, parking, and transportation), the Disability Resources Department, and the Human Resources Department to assist in the evaluation and planning of accessibility improvements (IIIB.25, IIIB.26, IIIB.27, IIIB.28).

Modernization and new facilities projects utilize combinations of state and local (Bond Measure A) funds to acquire and install new instructional and noninstructional support equipment. For new and modernization projects, equipment is planned into the facility largely through the departmental/discipline participation of program representatives on the specific project planning committee. State and locally funded Group I (installed per construction contract) and Group II (moveable instructional and noninstructional) equipment is identified in project equipment lists (IIIB.29).

For the past several years, as the district plans and requires higher technology equipment and systems, the process has called for the input of the district Institutional Technology Group (ITG) regarding electronic instructional and telecommunication systems. Computing Services and Academic Computing provide both input and installation support for new and replacement systems (IIIB.5).

The district receives state funding for new and replacement instructional and noninstructional equipment. The state funds fluctuate from year to year and are presented to the district through state instructional equipment allocations and scheduled maintenance funds.

The college plans major capital outlay facilities projects using a total cost of ownership model in accordance with state guidelines and documented in the FPP. Costs for design, testing, inspection, management, and site and building construction are all included. The FPP also delineates anticipated staffing needs upon occupancy of the project. Though based on the state planning model, project funding does not include additional general fund support (for human resources, increased maintenance and utilities costs). The long-term planning assumption is that the state will provide additional general fund support monies on the basis of expanded program and square footage. Historically, however, actual state funding for projects is unpredictable due to the frequent downturn in state government economic cycles. Most recently, funding shortfalls have resulted in the deferral of staffing for the Frank P. Doyle Library and the Petaluma Campus Phase II expansion.

Administrative Services and Business Services jointly develop major capital project expenditure budgeting processes for both facilities and equipment. This is reflected in the cross-component management of both state (Fund 41) and local Measure A (Fund 43) general obligation bond funds, which support the execution of the district's facilities master planning, construction, technology, and equipment acquisitions.

In addition to reporting to the college community and the Board of Trustees regarding state and local facilities development expenditures, the Superintendent/President, the Vice President for Administrative Services, and Vice President for Business Services meet with the Citizens Bond Oversight Committee (CBOC) to review executed and planned expenditures related to the Proposition 39-based Measure A general obligation bond, which funds the district's share of all facilities, technology, equipment, and infrastructure projects (IIIB.30). There is also an annual external performance audit to ensure that the funds are being spent in accordance with the Bond Measure A projects list (IIIB.33).

ASSESSMENT

The district has met and/or has exceeded the requirements of Standard IIIB.2 and IIIB.2.a. The district closely follows physical planning and budget development guidelines. The guidelines and processes followed allow for input from and participation by all constituents of the district, on a representative basis, in financial planning and budget development. Through the new planning-budgeting-linkage model (PRPP), it is anticipated that the planning-budgeting-managing linkage will reflect a well-integrated, data-driven system that better informs all college participants.

Both through long-term capital outlay planning and the annual Five-Year Scheduled Maintenance Plan, the college is continually evaluating, planning, and budgeting its facilities and equipment related to a total cost of ownership model.

Facilities development and maintenance requires the joint effort of several different support disciplines. In addition to the prime maintenance and operations responsibilities, the inclusion of the Environmental Health and Safety Department, the Disability Resources Department, and District Police resources help fix and maintain safe, accessible, and secure college facilities and site circulation.

The planning and management of physical resources is a highly integrated cross-component function. Through their program reviews and specific program-based planning efforts, programs throughout the college define and prioritize their needs, Administrative Services executes project development from drawings to occupancy, and Business Services provides support with accounting and procurement. This integration is formally expressed in the Board Facilities Committee, the Board of Trustees review, and the Citizens Bond Oversight Committee.

IIIB.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

As noted throughout Standard IIIB, the Sonoma County Junior College District is in a continuous assessment, evaluation, and plan development mode as it relates to its instructional and support facilities, college sites, technology and equipment procurement and replacement. The evidence trail is long and sustained as represented by the partial listing of planning and construction-related documents that inform the institutional planning process:

- Annual Five-Year Capital Outlay Plans (2002-2008 submittals) (IIIB.4)
- Annual Five-Year Scheduled Maintenance Plan (2002-2008 submittals) (IIIB.6)
- Maas Master Planning Study (2003) (IIIB.7)
- Space Allocation and Improvement Sequencing Report (2005) (IIIB.8)
- Santa Rosa Junior College Master Space Allocation and Facilities Plan (2007) (IIIB.9)
- Administrative Services Component Area Goals and Final Reports (2002-2007) (IIIB.21)
- College Initiatives (2009-10) (see "Additional Evidence" section)
- Institutional Planning Council (IPC) Agendas and Minutes (2002-2008) (IIIB.23)
- District Facilities Planning Committee (DFPC) Agendas and Minutes (2002-2008) (IIIB.22)
- Initial Planning Proposals (IPP) for all projects submitted (2002-2008) (IIIB.10)
- Final Project Proposals (FPP) for all projects submitted (2002-2008) (IIIB.11)
- District Space Inventory Reports (Fusion Based) 2002-2008 (see "Additional Evidence" section)
- Planning Updates #1-20 (Administrative Services 2002-2008) (IIIB.31)

During the previous accreditation self study review process, the college identified several facilities and operation issues that needed to be addressed, including the need to improve and expand learning resources centers, instructional laboratories, special purpose instructional and testing spaces, parking spaces, land acquisition, and improved technology.

The passage of Bond Measure A in 2002 provided \$251.7 million to help address these facilities, technology, and infrastructure needs (IIIB.32, IIIB.33). The use of these funds, leveraged with \$133 million in state funds, provides the funding sources for the implementation of the Five-Year Construction Plan, Master Technology Plan, Five-Year Scheduled Maintenance Plan, and infrastructure projects.

As a result, the program-based institutional planning process has assisted the district in accomplishing this partial list of new or upgraded instructional and support facilities, site development, technology, and major equipment allocations:

SANTA ROSA CAMPUS

- New Frank P. Doyle Library/Learning Resource Center (140,000 sq. ft.)
- Plover Hall conversion (convert old library into 35,000 sq. ft. one-stop student service center)
- Lawrence A. Bertolini Student Center (78,000 sq. ft. student center; increasing total Santa Rosa Campus student service and support space to 110,000 sq. ft.)
- Don Zumwalt Parking Pavilion (1,100 parking spaces, five and one half stories, 366,000 sq. ft.)
- Environmental and Energy Conservation Projects (photovoltaic, geothermal, light sensors, etc.)
- Approved future Health and Wellness Center (Tauzer Expansion)
- Santa Rosa Campus Laboratory & Office Complex (Barnett Hall replacement, not Measure A)
- Significant infrastructure improvements (walkways, accessibility, utility lines, etc.)
- Expanded electronic communication systems, including Sonic.net WiFi System
- Development of 30+ “smart” classrooms
- New Culinary Arts Center (20,000 sq. ft. planned; Bond Measure A funded)
- Approved future Math/Science Building (not Bond Measure A funded, plus state funding)
- Greenfields Project (PE/Athletic practice fields)

PETALUMA CAMPUS

- Richard W. Call Classroom and Administration Building (57,000 sq. ft.)
- E Wing Science and Art Building (20,000 sq. ft.)
- Harold Mahoney Library/Learning Resource Center (35,000 sq. ft.)
- Physical Fitness Center (10,000 sq. ft.)
- Michael Smith Bookstore (5,000 sq. ft.)
- Expanded cafeteria
- 300-seat conversion from library to Carole Ellis Auditorium
- Phase II/R adds 140,000 sq. ft. to Petaluma Campus

SRJC ROBERT SHONE FARM AGRICULTURAL CENTER

- Warren G. Dutton Jr. Agriculture Pavilion (35,000 sq. ft.)
- Richard Thomas Classroom Building (3,000 sq. ft; pre-Bond Measure A)

PUBLIC SAFETY TRAINING CENTER

- Fire Tower/Burn Room Training Complex
- Advanced Public Safety Training Laboratories (state/local funded; in planning stage)

ASSESSMENT

The district has met and/or exceeded the requirements of Standard IIIB.2.b. The Sonoma County Junior College District is in a continuous assessment, evaluation, and plan development mode as it relates to its instructional and support facilities, college sites, technology, and equipment procurement and replacement.

Planning Agenda for Standard IIIB

1. Beginning in academic year 2009-10, Administrative Services will provide annually updated lists of program-based plans and the status of projects related to new construction, building remodels, and installation of new or replacement equipment and fixtures, as evidenced by posting on the SRJC Planning Web page and Institutional Planning Council agendas and minutes.
2. Beginning in academic year 2009-10, as the Santa Rosa and Petaluma campuses and off-campus operations are developed and expanded, sources of funding and staffing levels will be identified to ensure proper levels of preventative maintenance, equipment, and supplies are in place to support the instructional programs or staff operations as evidenced by the annual Program and Resource Planning Process (PRPP).
3. By the end of academic year 2009-10, Santa Rosa Junior College will evaluate how it schedules classes, alternative formats for scheduling classes, and Friday and weekend classes with an eye to using facilities in the most efficient manner possible to meet student and community needs, as evidenced by Strategic Enrollment and Planning (StEP) Committee goals, agendas, and final reports.
4. Beginning in academic year 2009-2010, Santa Rosa Junior College will annually assess its progress toward energy efficiency and the utilization of green building practices as evidenced by a report posted on the SRJC Planning Web page.
5. By the end of academic year 2009-2010, the Strategic Capital Projects Plan, along with subsequent Five-Year Capital Outlay Program Plans, master planning studies, and approved master plans will be updated and revised in light of the changed economic conditions in the state of California, as evidenced by posting on the SRJC Planning Web page.

Resource Documents

- IIIB.1 Space Allocation & Facilities Plan/April 2007 (Physical Master Plan)
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5134>
Hard copy also available in Standard III, Box 1
- IIIB.2 Space Allocation & Improvement Sequencing Report: December 2005
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5135>
Hard copy also available in Standard III, Box 1
- IIIB.3 Space Allocation & Facilities Plan/April 2007 (Physical Master Plan)
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5134>
Hard copy also available in Standard III, Box 1
- IIIB.4 Five-Year Capital Outlay Program Submittals (2002-2008)
Hard copies in Standard III Master Binder, Box 1
- IIIB.5 Technology Master Plan (2002-2008)

Tech Plan 2002
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=4361>

Tech Plan 2003-2005
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=4362>

Tech Plan 2005-2007
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=4364>

Tech Plan 2007-2009
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5138>
- IIIB.6 Five-Year Scheduled Maintenance Plan (2002-2008)
Hard Copies in Standard III Master Binder, Box 1
- IIIB.7 Maas & Associates Physical Master Plan Report 2003
Hard copy available in Standard III, Box 1
- IIIB.8 Space Allocation & Improvement Sequencing Report: December 2005
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5135>
Hard copy also available in Standard III, Box 1
- IIIB.9 Space Allocation & Facilities Plan/April 2007 (Physical Master Plan)
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5134>
Hard copy also available in Standard III, Box 1
- IIIB.10 Initial Project Proposals (IPP)(2002-2008)
Hard copies available in Standard III, Box 3
- IIIB.11 Final Project Proposals (FPP) (2002-2008)
Hard copies available in Standard III, Box 4
- IIIB.12 Facilities Review Group Agendas & Minutes (FRG) (2002-2008)
Hard copy in Standard III Master Binder Additional hard copies available in Standard III Box 1
- IIIB.13 *SCJCD Fact Book* (Facilities Data) 2002-2008
<http://www.santarosa.edu/research/factbook>
- IIIB.14 Maintenance Service Requests & Completion Metrics
Hard copies at Facilities Operations Building
Hard copy in Standard III Master Binder (Metrics)

- IIIB.15 Grounds/Recycling Service Requests & Completion Metrics
Hard copies at Facilities Operations Building
Hard copy in Standard III Master Binder (Metrics)
- IIIB.16 Custodial Services Service Requests & Completion Metrics
Hard copies at Maintenance Building
Hard copy in Standard III Master Binder (Metrics)
- IIIB.17 Environmental Health & Safety Health Hazard Evaluations (HHEs),
Safety Hazard Evaluations (SHEs), & Training Metrics
Hard copy in Standard III Master Binder (Metrics)
- IIIB.18 DAC/DRD Accessibility Reports & Minutes
Hard copies in Standard III Master Binder & DAC binder
- IIIB.19 District Safety Committee meeting agendas & minutes (2002-2008)
(Disaster preparedness issues are discussed at the Safety Committee meetings)
Hard copies in Standard III Master Binder
- IIIB.20 Security Master Plan and Project Listings (2002-2008)

Security Master Plan:
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5149>
- IIIB.21 Administrative Services Component Area Goals & Final Reports 2002-2008

2002-2003
[https://www.santarosa.edu/accred/docs/IIIB/goals/02-03 Goals.pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/02-03%20Goals.pdf)
[https://www.santarosa.edu/accred/docs/IIIB/goals/Admin Svcs Final 2002-2003 .pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Svc%20Final%202002-2003.pdf)

2003-2004
[https://www.santarosa.edu/accred/docs/IIIB/goals/03-04 ADMINSERV GOALS.pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/03-04%20ADMINSERV%20GOALS.pdf)
[https://www.santarosa.edu/accred/docs/IIIB/goals/Final Report 6-14-04.pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/Final%20Report%206-14-04.pdf)

2004-2005
<https://www.santarosa.edu/accred/docs/IIIB/goals/Administrative%20Service%202004-2005%20Goals.pdf>
[https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20services%20final%2004-05.pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20services%20final%202004-05.pdf)

2005-2006
<https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Serv%202005-2006.pdf>
[https://www.santarosa.edu/accred/docs/IIIB/goals/FINAL%20REPORT%2005-06.pdf](https://www.santarosa.edu/accred/docs/IIIB/goals/FINAL%20REPORT%202005-06.pdf)

2006-2007
<https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Serv%202006-2007%20Goals.pdf>
<https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Serv%202006-2007%20FINAL%20REPORT.pdf>

2007-2008
<https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Serv%202007-2008%20Goals.pdf>
<https://www.santarosa.edu/accred/docs/IIIB/goals/Admin%20Serv%202007-2008%20FINAL%20REPORT.pdf>
- IIIB.22 DFPC Meeting Agendas & Minutes (2002-2008)
<http://www.santarosa.edu/committees/dfpc>
- IIIB.23 IPC Meeting Agendas & Minutes 2002-2008
<http://www.santarosa.edu/committees/ipc>
- IIIB.24 IPC Annual Planning Guides 2002-2008
Hard copies in Standard III Box #2

- IIIB.25 Parking & Transportation Plans
Hard copies in Standard III Master Binder
- IIIB.26 Parking Capacity Reports 2002-2008
Hard copies in Standard III Master Binder
- IIIB.27 Walker Parking & Traffic Study 2004
Hard copy available in Standard III Box #2
- IIIB.28 Walker Parking & Traffic Study (Petaluma Campus)
<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5150>
- IIIB.29 Project Equipment Lists 2002-2008
Hard Copies in Standard III Master Binder
- IIIB.30 CBOC Agendas & Minutes 2002-2008
<http://www.santarosa.edu/committees/boc>
- IIIB.31 Planning/Construction Updates 1-20 (2002-2008)
<http://www2.santarosa.edu/pages/current-projects.php>
- IIIB.32 Board Resolution 25-01 & full text of ballot proposition for Measure A Bond
Hard copy in Standard IIIB Master Binder
- IIIB.33 Strategic Capital Projects Plan for Bond Measure A
Hard copy in Standard IIIB Master Binder

ADDITIONAL EVIDENCE

District Space Inventory Reports (Report 17) 2002-2008

2002-2003:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5227>

2003-2004:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5228>

2004-2005:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5229>

2005-2006:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5230>

2006-2007:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5231>

2007-2008:

<http://www2.santarosa.edu/file-depot/download.php?action=dl&id=5232>

College Initiatives (2009-10)

<http://www2.santarosa.edu/pages/planning/college-initiatives.php>

SRJC Board Policy Manual Chapter Six: Facilities Planning:

<http://www.santarosa.edu/polman/6facilit/index.html>

California Community Colleges System Five-Year Capital Outlay Planning Guidelines:

http://www.cccco.edu/Portals/4/CFFP/Facilities/Refs/Capout_planing.PDF

IPC Cochair Memorandum & Attachments PRPP/Convergence (12/20/07)

Hard copies available in Standard III Box 1

STANDARD III: RESOURCES

C. Technology Resources



STANDARD III: RESOURCES

C. Technology Resources



COMMITTEE MEMBERS

Administrative Liaison:	Ken Fiori	Computing Services	Management
Cochair:	Jeanne Fadelli	Institutional Research	Classified
Committee Members:	Don Silverek	District Police	Management
	Marshall McGowan	Lab Specialist	Classified
	Scott Rosen	Computer Studies	Faculty
	Robert Chudnofsky	Petaluma Campus	Management
	Rich Abrahams	Academic Computing	Faculty
	Linda Hemenway	Computer Studies	Faculty



Standard IIIC: Technology Resources

Technology Resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

IIIC.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.

IIIC.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

SRJC provides technology services, professional support, facilities, hardware and software that enhance the operation and effectiveness of the institution by the following mechanisms, procedures, and operational policies:

Facilities

There are currently over 2,500 computer systems in a variety of instructional environments throughout the district. Faculty, staff, and students are provided with access to multiple digital resources as well as to tools that will enhance teaching and learning across all disciplines. Resource tools include a comprehensive offering of computer software titles, informational services via the Internet and library databases, and local networked services, such as file sharing, printing, and e-mail.

Technology Academy

The Santa Rosa Junior College Technology Academy is currently located on the Petaluma Campus in Richard W. Call Classroom and Administration Building. The academy offers credit classes, corporate seminars, on-demand and fee-based training. Current curriculum includes Cisco certification (the Academy serves as a regional training center for Cisco), network security, forensics, Water Technology, and diverse Computer Information Science (CIS) offerings. Marketing, promotion, coordination, and planning is the direct responsibility of the Dean of Instruction and Technical Services (Petaluma Campus). Technical support is supplied by the Petaluma Technical Services staff in collaboration with Computing Services (IIIC.1).

Petaluma Phase II

The Petaluma Campus expansion has afforded the district an enormous expansion for technology in the instructional area as well as overall support to enhance the effectiveness of the institution. A training partnership has been established with Agilent Technologies and conversations are currently underway with Oracle, JDS Uniphase, and other technology-based companies. Plans are underway to establish an Environmental Technology Certificate in Water Technology and negotiations are also underway for offering fee-based seminars in Solar Technology. Additionally, a Microsoft Help Desk Certificate is being established.

Technology Services

Media Services

Media Services is responsible for district media equipment and services used to transmit content using sound, images, and light transmission technologies to groups of users. This includes managing and servicing classroom computerized multimedia lecture stations, overseeing and maintaining a recorded media content collection of more than 9,500 titles of audio and video tapes, compact discs, and DVDs, supporting a districtwide cable television distribution system that has the capability to be bidirectional at the Santa Rosa Campus and several other district sites, creating and editing content, providing resources for Real Audio streaming media, and maintaining video conferencing equipment in five district locations to serve intercampus needs (IIIC.2).

See also Standard IIC, “Media Services.”

Student Health Services

Student Health Services, which also provides related services for faculty and staff, has adopted the MediCat health-care information processing system. This system manages medical records and appointment managing for seven separate clinics on two separate campuses. The system also interfaces with the district’s student records database to provide registration and demographics information.

Health Services has a detailed Web site that highlights the many services available to students. Students are only a keystroke away from information on clinical services, psychology services, reproductive health services, HIV/hepatitis testing, insurance information, emergency care, and the California Community Colleges “Virtual Health Center” (IIIC.24).

Open Learning

The Center for Advanced Technology in Education (CATE) provides a variety of instructional support services and facilities that focus on the use of technology in the college’s instructional programs. Within this general charge, CATE directly supports SRJC’s open learning initiatives and provides technology training for faculty involved in online and mediated instruction (IIIC.10). To fulfill its mission, CATE offers the following services:

- Acts as the central portal for SRJC open learning, and maintains the necessary infrastructure, including hardware and software, to support online instruction
- Performs training in the effective use and integration of educational technology within the instructional programs
- Provides the necessary instructional systems to ensure that faculty and instructional departments have the appropriate tools
- Investigates and implements emerging technologies relevant to meeting the needs of instructional programs
- Works collaboratively with other college units such as Academic Computing, Computing Services, and Media Services to ensure reliable and stable quality services to SRJC students, faculty, and staff
- Provides an opportunity for faculty to create Web pages and fully manage enrollment, lectures, grades, and more for online course development using an in-house courseware system called “Sisters”

See also Standard IIC, “Academic Computing.”

Technology for Students with Disabilities

The Disability Resources Department (DRD) provides students with disabilities equal access to community college education through assistive technology, assistive software, specialized instruction, disability-related support services, and advocacy. Currently, the Assistive Technology Training Center (ATTC - formerly known as the High Tech Center) on the Santa Rosa Campus houses eight fully accessible computer workstations and coordinates utilization and maintenance of all accessible computer stations in the district. The DRD is expanding the ATTC to add a classroom in the facility with eight fully accessible workstations. Instruction and lab support is available five days a week on the Santa Rosa Campus. Campus access has been greatly improved by the addition of 22 assistive computer workstations in the Frank P. Doyle Library. All have assistive software installed and a percentage of those are height adjustable for maximum wheelchair accessibility.

Instruction in assistive technology on the Petaluma Campus began in spring 2004, utilizing one partially accessible workstation in the CIS lab and regular computer classroom. With Phase II and R (renovation) of the Petaluma Campus, assistive workstation accessibility will dramatically increase. Steady increases in the population of students with disabilities as well as technological advances in assistive software have resulted in increased demand for computer utilization in instructional and tutoring situations.

Institutional Research

The Office of Institutional Research (OIR) is charged with conducting and analyzing surveys, responding to state and federal requests and requirements for data and information, and providing data analysis and information to support institutional planning. Currently, the office is equipped with the appropriate hardware, including computers with additional memory to help with extractions and analysis using specific software and a scanning package to produce and scan surveys. The office is also equipped with software to complete surveys (Zoomerang, SNAP), data analysis (Excel, Access, BRIO query, and SPSS), and reporting (PowerPoint).

MIS (Management Information Systems) Reporting

The Management Information Systems (MIS) at Santa Rosa Junior College are used to store, organize, and report on the vast array of data items collected by the district. One of the primary users of this data is the California Community Colleges Chancellor's Office. The Chancellor's Office periodically receives the district's unit record data for reports to state and federal agencies. A list of the reporting elements to be reported to the California Community Colleges Chancellor's Office is available at their Web site (IIIC.29). In addition to the state, SRJC students, faculty (IIIC.25) and staff use the MIS data for various evaluation and planning purposes.

Help Desk & Technical Support Services

The Help Desk provides technical software, hardware, and network problem resolution to all district computer users by performing question/problem diagnosis and guiding users through step-by-step solutions from the call center. In the event that a call cannot be resolved over the phone, the Help Desk will record the call and pass a request to a network technician for problem resolution (IIIC.3). Currently, there is one half-time technician assigned to this task, and network technicians are assigned as needed.

Library Services - Information Resources and Instructional Collections

This category represents the primary collections that directly support student success at the college. These collections include 145,000 book titles, 26 online databases containing thousands of magazines and journal titles, statistical reports, reference collections, and locally created instructional Web pages. Students and faculty at the college heavily utilize all of these resources. All of these collections are treated as a unified district resource and are available at the Santa Rosa and Petaluma campuses.

Critical to the issue of technology-based collections and resources is the physical format and the related storage requirements. This single element has a primary role in the acquisition and organization of SRJC's information resources. Physical buildings, the network, and remote databases are all part of the storage solution. Additional information can be found under Standard IIC, Library and Learning Support Services.

Library - Access Services

Access Services offers the tools and services necessary to support usage of information resources. They specifically address the technological interface, organization, and cataloging of collections. There are three critical systems currently used to provide access to the college's information resources: the Integrated Library System (ILS), the course network, and the Internet. All three systems are linked via a central page or portal that streamlines access. In addition, both the Mahoney Library and Frank P. Doyle Library provide reference services and instructional programs in the effective use of these systems (IIIC.4).

Hardware and Software

Student Services Systems

Student Services uses a large number of specialized software packages to address a variety of activities, including assessment, counseling, admissions and records, financial aid, and career services. This software requires annual maintenance and funds have been budgeted to cover the recurring costs.

The district has been steadily improving student access to information through the College Wide Information System (CWIS). Most registration and admissions and records functions can be done online.

Admissions, Records and Enrollment Development

Admissions, Records and Enrollment Development (ARED) has systems to provide access to electronic documents, transcripts, catalog descriptions, mainframe information, imaging, and student information. ARED is responsible for the imaging of all student records for districtwide accessibility. Currently, ARED is collaborating with Computing Services to develop software that will provide both staff and students a computer-generated degree audit report. In November 2008, Computing Services completed the conversion of the entire student records system from a mainframe-oriented environment to one that is better suited for Internet accessible data and services.

Assessment Services

Assessment Services provides placement testing, General Equivalency Diploma (GED) testing, Graduation Math Competency Exams, Ability to Benefit (ATB/Wonderlic) testing, evaluation of placement test results from other two-year colleges, and proctoring services for distance learning exams. In fall 2008, Assessment Services started offering online versions of some assessment tests.

Counseling

Growth has occurred in online counseling and orientation; the storage and retrieval of resource information for both students and counselors; the integration of the Scheduling and Reporting System (SARS) appointment system with the matriculation data reporting system; and the accessibility for students to an increasing array of Internet-based services.

Student Financial Services

SRJC's Financial Aid and Scholarship Departments are linked to the district's mainframe as well as the computer system at the Department of Education in Washington, D.C. With the retirement of the HP3000 server, the financial aid processing and packaging system (known as SAFERS, the Student Aid Financial Evaluation and Recordkeeping System) has been replaced by Regent FAM (Financial Aid Management system) to provide basic aid delivery on SRJC's new Windows-based platform. Local service standards support Web-based student inquiry and the California Student Aid Commission is developing WebGrants, a Cal Grant electronic data exchange that will soon be required.

The SRJC Foundation Scholarship payment program (Moneybags) is linked to the Accounting Department's accounts payable system and will need to be updated to meet new platform standards. The Foundation Scholarship database (SAM) is being modified for SRJC's Financial Aid and Scholarship departments.

The Veteran's Affairs Office makes use of SRJC student lookup (SARS) for counseling appointments and Regent FAM. In addition, at least one computer must maintain compatibility with the federal Department of Veteran's Affairs (VA Once) to certify GI Bill recipient requirements.

Business Services and Human Resources

Santa Rosa Junior College is currently dependent on the Sonoma County Office of Education (SCOE) for the production of its payment warrants. The college is currently a member of the California Educational Computer Consortium (CECC), although SCOE terminated its membership in CECC effective June 30, 2007. This consortium is the vendor that supplies SRJC's financial and human resources software. The financial and human resources systems are composed of several subsystems, including budget development and management, general ledger processing, accounts payable processing, payroll processing, State Teachers Retirement System (STRS) and Public Employee Retirement System (PERS) processing, purchasing, fixed assets tracking, stores inventory management, and human resources management. As of spring 2008, SCOE has chosen to migrate to a new software package, Escape Software. Document imaging systems are being employed to maintain efficient access and storage of records. Operational programs such as Accounting, Financial Aid, Payroll, Human Resources, and Student Services need to store and maintain these records. This helps the college avoid large amounts of paper records being stored in the warehouse.

California Community Colleges Software Consortium

The California Community Colleges Software Consortium (CCCSC) is an association of four community colleges (Monterey Peninsula, Mendocino, Pasadena, and Sonoma). This association contributes resources and shares in the development of our student information system (SIS). This institutional software allows students, faculty, and staff to access registration, rosters, grades, curriculum, course outlines, degree/certificate lookup, TimeKeeper, WebLink, instructor schedules, instructor loads, off-campus library databases, student accounts, counseling, scheduling, scholarship, assessment/placement, EOPS screens, DSPS screens, and Community Education screens. The majority of the new Student Information System enhancements have come from and continue to be developed at the Santa Rosa Campus. Two positions (Programmer Analyst, Senior and Technical Writer) are located at the Santa Rosa Campus and are funded by the consortium dues.

The existing SIS operates on the HP 3000 computer system using an "Image" database. This system will no longer be supported by HP starting in January of 2007. This is not currently a problem, as SRJC contracts mainframe support from Ideal Technologies.

Assessment

Santa Rosa Junior College meets the requirements of this standard. The college uses a department and administrative component-driven decision-making process to prioritize technology expansion and maintenance related to both the instructional and operational needs of the district. The Institutional Technology Group (ITG) further prioritizes these requests based on budgetary and functional requirements and constraints (IIIC.5), and reviews the requests to assure that the requests are consistent with institutional goals and plans. Building construction and renovation projects are also assessed by the ITG to ensure that the district provides technology best suited to the learning environment.

A variety of systems are in place to aid in the selection, maintenance, inventory, and replacement of equipment that supports the educational programs and services of the institution. The technology infrastructure of the institution is well-maintained and wireless networks have been deployed throughout the district that continue to enhance network technologies.

Student Services has benefited from increased use of district technology resources, providing easy access to information (IIIC.26). Business Services and Human Resources are continuing to use and expand their computer and technology-based assets, much of the software being provided through the district's participation in the California Educational Computer Consortium (CECC). Santa Rosa Junior College is one of four community colleges in the California Community Colleges Software Consortium (CCCSC). Santa Rosa Junior College contributes much of the new capabilities to SIS that will be used by all participating colleges (IIIC.27).

The college has completed a number of new buildings and is in the process of constructing others. Technology infrastructure and resources have been incorporated into each new facility to meet current and future operational needs.

Evidence that supports these summary observations can be found in Appendix A of the Strategic Master Plan for Information Technology (IIIC.6), which lists successful completion of master plan projects and the 2007 Accreditation Student Survey that supports the conclusion that services, facilities, hardware and software enhance the operation and effectiveness of the institution (IIIC.8).

IIIC.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

The institution offers trainings to ensure that students, faculty, and staff can effectively use college technologies and are well-versed in the operation of computers and peripheral equipment. Faculty and staff also have access to outside training and conference attendance to improve their skills and to maintain specialized certifications necessary for their assignments. In addition, training is provided in-house by Staff Development, the Center for Advanced Technology in Education (CATE), Academic Computing, the Center for New Media (CNM), the Faculty Technology Training Fund (FTTF), Computing Services, and the District Online Committee (DOC), as described below.

Staff Development

Utilizing state funding, the Resource Center for Staff Development provides a comprehensive series of technology trainings designed to create technology competence for faculty, staff, and management (IIIC.7). Working with Staff Development, Computing Services created the Flex Data System, an online management tool for use by faculty and professional development staff to access, monitor, and input data regarding professional development activities for faculty. Assessments are also used to plan and explore new technology topics that might be of interest to the college community (IIIC.9).

Center for Advanced Technology in Education (CATE)

CATE sponsors training for the effective integration of network and online resources into classes, the creation of online classes via technology, and training opportunities for all staff that support instruction. CATE and the Open Learning Program provide a combination of training and services that directly support technology integration at the college. This includes faculty stipends to take training and develop online courses, software application training, training in video streaming technologies and other related topics. In addition, training and support for instructional faculty and staff are provided upon request (IIIC.10). Located at the CATE Web site is the student handbook for online classes to address all the skills and concepts required to succeed in online and Web-based components of face to face classes (IIIC.11).

Center for New Media

The Center for New Media (CNM), a collaborative effort between Academic Computing, Library and Media Services, was completed in 2006 as a part of the new Frank P. Doyle Library. The impetus for the creation of the CNM arose from the need for faculty and staff to have a place where technology training and support would be available. The CNM is equipped with 25 workstations including iMacs and MacPros, which are configured to run Windows software or Macintosh software, as well as three multimedia workrooms.

Academic Computing

Academic technical services and support are provided by dedicated staff that provides training and technical support to faculty and staff for a wide range of software applications, as well providing support in the CNM for faculty and staff to use in developing curriculum.

The Faculty Technology Training Fund (FTTF)

The district has established a Faculty Technology Training Fund in the amount of \$40,000 to be used to support technology training of faculty. This sum is in addition to existing staff development funds (IIIC.28).

Computing Services

Computing Services provides training to staff needing help with e-mail systems, Convergence, SRJC data mining, Microsoft products, Reflections, and other standard software products (IIIC.12). During 2008-09, extensive faculty and staff training workshops were conducted on the new Student Information System software.

District Online Committee

The District Online Committee (DOC), comprised of administrators, full-time and adjunct faculty, classified staff and students, meets monthly to assist faculty with issues related to Internet-based teaching and learning. The committee helps introduce faculty to the pedagogy and technology of online instruction, guides experienced faculty in the areas of more advanced technical tools and sophisticated teaching methods, and recommends standards, guidelines, and best practices for students and faculty in online classes (IIIC.13).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The college offers effective training in a variety of modes, and regularly surveys staff, faculty, and students to determine training needs. Faculty and staff have access to outside training and conference attendance to improve their skills, gain current knowledge, and to maintain specialized certifications necessary for their assignments.

Online course delivery is an area in which the institution is experiencing rapid growth. Results from the institution's SRJC 2007 Accreditation Student Survey (IIIC.8) indicate that the Course Management System (CMS) tool should be reviewed and evaluated in an effort to stay current with other popular course management tools (i.e., Blackboard). Given the increase in online instruction, the college needs to determine if additional administrative and technical staffing is necessary to provide support for online education.

IIIC.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**DESCRIPTIVE SUMMARY**

The Strategic Master Plan for Information Technology comprehensively addresses critical technology needs and trends five years into the future (IIIC.6). The plan is developed by the Institutional Technology Group (ITG), whose members are key personnel involved in the planning, implementation, and support of various technologies. ITG reviews and revises the plan annually in order to reflect new developments and needs.

For many years the practice of the district has been to provide all those who could benefit with the appropriate desktop or portable computers. The district acquires equipment through a combination of block grant and/or instructional equipment funds and funds from the Measure A Bond passed in 2002.

Computing Services has the responsibility to develop, maintain, and support all institutional software packages, Internet Web services, and institutional standards (IIIC.22), including hardware platforms for the college. The department is also responsible for the purchase, installation, and maintenance of all computer hardware and common software packages. The process to replace systems is initiated by faculty, staff, and administrators when they determine that they need to replace their technology. The replacement of equipment is also tied to its warranty. The process to acquire a new or reassigned system using the Measure A Bond is offered online through Computing Services (IIIC.14). Measure A Bond funds are projected to meet institutional technology needs through 2012. A review process validates the need for replacement and, when necessary, replacement systems are installed.

The college has more than 50 different servers using the Windows 2000, Windows NT, and Linux operating systems (IIIC.15). Standards have been developed for the major facilities at the four major campus sites in the district. Each site is connected with one or more high speed data lines. Buildings typically are connected with fiber or wire, and have a high connectivity. Most of the users have higher connectivity, but a substantial number are still using older cable (which has slow connectivity) and shared hubs.

The college provides 100MB each for the data, phone, and video lines between Santa Rosa and Petaluma campuses. For emergency backup, there are two data T1 lines between Santa Rosa and Petaluma and one additional T1 line between Santa Rosa and the Public Safety Training Center. Cable modem lines link other off-campus sites to the Santa Rosa Campus.

The phone switch and voicemail systems provide services to the Santa Rosa Campus, Petaluma Campus, and Public Safety Training Center. The phone switch has the ability to expand in the future. The capacity of the voicemail system is adequate to meet the needs of the institution only for the next year. The Strategic Master Plan for Information Technology envisions that the college may need to migrate to an integrated Windows compatible voicemail and e-mail system in the future.

The Media Services Department is responsible for managing the media replacement process. It has established a classroom media systems replacement fund for the ongoing replacement and upgrading of generic classroom media equipment, with the goal of having classrooms equipped with media equipment no more than about five years old.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The college has provided support of the management, maintenance, and operations of its technological infrastructure and equipment for faculty, administrators, staff, and students. The SRJC 2007 Faculty/Staff Accreditation Survey results support this conclusion: Over 60 percent of SRJC's faculty and staff rated computer and technology resources "adequate" or "very adequate" (IIIC.16); over 80 percent of faculty and staff are satisfied to very satisfied with their e-mail, the college Web sites, and their telephones; and over 72 percent are satisfied to very satisfied with college Lookup, the program providing up to the minute information about courses, class schedules, enrollments, instructor assignments, and room use. Nevertheless, college Lookup is being upgraded with the new Web applications contained in the Student Information System software conversion project.

The opening of the new Frank P. Doyle Library and Petaluma Phase II have provided much more student access to computers and software, and many students rely on this additional access to make use of services, complete classwork, and communicate with their instructors. Over 74 percent of the students responding to the Student Accreditation Survey agreed or strongly agreed that they have adequate access to computers and related technology on campus. Over half the student respondents have used computer labs and 55 percent rated the labs "good" or "excellent" (IIIC.8).

While student and employee opinion of the district's support of technology is positive, the build-out of the two campuses and the influx of the new equipment has delayed repairs and installations and increased support response time for assistance to users seeking help with technical problems. Similar delays in terms of media are noted in the Strategic Master Plan for Information Technology (IIIC.6).

IIIC.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
DESCRIPTIVE SUMMARY

SRJC continues to fulfill the technology needs of the district using, in part, the resources generated by the passage of the Measure A general obligation bond to provide state-of-the-art technological resources for the district. The Institutional Technology Group (ITG) continues to reassess and enhance its hardware and software configurations on an ongoing basis. To determine the use and distribution of college technology resources, the ITG has developed and annually revised the Strategic Master Plan for Information Technology, which includes a description of the current environment and future planned uses of technology (IIIC.6). This proactive approach to upgrading and staying current translates to the classroom in the form of an enhanced learning experience by utilizing the latest in network connectivity and current communication.

Santa Rosa Junior College provides enrolled students with free e-mail accounts, which requires a simple enrollment process and is valuable to students enrolled in online instruction.

The communication pathway is made secure with the pairing of the Microsoft Exchange/Outlook software technology. The Exchange side of this communication package allows for direct routing of mail to students, faculty, and staff. The Outlook software facilitates the creation of messages that can be read onscreen. The final touch to ensure safety and minimize distractions is the addition of Ironport hardware to separate needless advertising and anonymous solicitation mail (IIIC.17).

The off-campus service connection provides the ability to interface with the Microsoft Exchange Server from remote locations. The off-site user has the option of using a Web browser such as FireFox or Internet Explorer. One 100 MB data line, one 100 MB phone line, and one 100 MB video connection provide service between the Santa Rosa and Petaluma campuses. There are two data T1s between Santa Rosa and Petaluma that provide for redundancy between the campuses. One 44 MB wireless link exists between the Santa Rosa and Public Safety Training Center campuses, with an additional T1 line providing redundancy. Cable modem lines link the Small Business Development Center, Environmental Health & Safety, Institutional Research, Culinary Arts Center, and the Custodial Services building to the Santa Rosa Campus (IIIC.18).

The Center for Advanced Technology in Education (CATE) provides a variety of instructional support services and facilities that focus on the use of technology in the college's instructional programs. Within this general charge, CATE directly supports SRJC's open learning initiatives, and provides technology training for faculty involved in online and mediated instruction.

Lastly, the College Wide Information System (CWIS) went through a major redesign in 2004. The CWIS is an organized collection of college Web pages (IIIC.21) that provides information on most of the college's services and uses a cohesive melding of technology to support theme-based pages reflecting the unique and versatile aspects of the SRJC experience. The district also provides departmental Web guidelines (IIIC.19).

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. The district's decision to expand technology has had advantages that support quality education. The philosophy of the district has been to provide all those who could benefit with the appropriate desktop or portable computers. This philosophy has been successfully implemented within the boundaries of available funds. The institution acquires equipment through a combination of these funds and funds from the Measure A Bond passed in 2002 (IIIC.20). The ITG provides recommendations and input regarding planning and coordination, policy development, acquisitions, and implementation of districtwide technology needs.

The Strategic Master Plan for Information Technology notes the current environment, future plan, and strategies and resources of the district's technical infrastructure. The primary goal of the future plan is to "design our networks so that they deliver ever-increasing speed, dependability, and security" using such strategies as implementing Cisco VPN and other necessary upgrades.

III.C.2 **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

DESCRIPTIVE SUMMARY

The Institutional Technology Group (ITG) is advisory to the Institutional Planning Council (IPC) and provides recommendations and input about districtwide needs as they relate to the integration of technology.

More specifically, the group is charged with making recommendations about planning and coordination, policy development, acquisitions, and implementation strategies. Within these four broad areas the ITG provides overall leadership and direction throughout the district. Specific duties include the following:

- Serve as a representative body of primary technology stakeholders
- Develop a strategic planning model that identifies and ranks district technology needs
- Establish specific goals and implementation guidelines
- Create and publish district standards for technology purchase and support
- Approve purchases of equipment to ensure compliance with standards
- Evaluate the impact of technology on instruction and the provisions of support services
- Update and review technology-related planning documents as appropriate

During the past five years the ITG has produced three versions of the Strategic Master Plan for Information Technology. Each planning document includes a description of the current environment for technology, future plans, and needed resources, as well as a list of successful projects that were funded and completed.

The work of ITG complements the Program and Resource Planning Process (PRPP), which also integrates technology planning with institutional planning. As noted earlier, the intent of this process is to allow departments to describe their needs and submit their plans for review. There are several steps in the review process that provide for input and revision from the cluster level to the Vice President level. Within that process the Dean of Learning Resources and Educational Technology is charged with separating out technology requests, removing those that are already included in the ITG plan, and recommending a prioritized list of projects that is passed on to the Vice President of Academic Affairs for final revision and allocation.

ASSESSMENT

Santa Rosa Junior College meets the requirements of this standard. Santa Rosa Junior College uses a departmental and component driven decision-making process to select and prioritize technology expansion and maintenance related to both instructional and operational needs of the district. Departments submit requests in the form of the Program and Resource Planning Process (PRPP) in which software, hardware, and other technology-related requests can be generated on an annual basis. All requests then go to the Institutional Technology Group (ITG), which further prioritizes requests based on budgetary and functional requirements and constraints. Recommendations of the ITG are then passed to the Institutional Planning Council (IPC), which approves the Technology Master Plan, a five-year perspective that identifies ongoing technology trends and needs for the district.

The outcome of this technology planning and periodic review has produced many technology improvements for the institution. A complete list can be viewed in Appendix A, Summary of Accomplishments in the Strategic Master Plan for Information Technology (IIIC.6). A brief list follows:

- Purchased over 1,100 instructional desktop computers and related peripherals for use by students in computer labs and libraries
- Purchased over 1,000 desktop/laptop computers and related peripherals for use by faculty, administrators, and classified staff
- Replaced all servers supporting our online instructional program
- Installed over 60 multimedia instructional classrooms
- Annually acquired site licenses for Microsoft Office, Adobe products, and other required software
- Purchased new servers for our Student Information System, Business Office, Financial Aid, and Health Services as well as other support services
- Purchased an integrated storage area network that provides storage space for faculty and staff and regular backup
- Purchased new networking equipment including firewalls, switches, routers, wireless, and voice over IP phones
- Implemented a new state-of-the-art institutionwide e-mail system
- Purchased and installed an integrated library system
- Purchased and installed technology for a Technology Academy that features industry leading Cisco Academy training
- Upgraded existing and acquired new hardware and software used in the Assistive Technology Training Center

Additional evidence supporting the effective integration of technology with institutional planning is provided from the outcome of the SRJC 2007 Accreditation Student Survey (IIIC. 8):

- 74 percent of students agreed: "As an SRJC student, I have adequate access to computers and related technology on campus."
- 68 percent of the students agreed: "The uses of technology on campus enhance my learning."
- 55 percent of the students rated computer labs excellent or good and only 4 percent rated them fair or poor
- 73 percent of the students rated our library as excellent or good
- 77 percent of the students agreed: "It is easy to find information I need on the SRJC Web site."

Planning Agenda for Standard IIIC

1. By the end of academic year 2009-10, the college will develop a systematic method to match the acquisition and implementation of technology with the required staffing to support these increases. This method may include the following elements:
 - A total cost of ownership (TCO) methodology that ties increases/decreases in use and acquisition of technology to the required increase/decrease in technology support staff
 - Identification of specific technology positions that need to be increased or decreased
 - Integration of this methodology with the SRJC Program and Resource Planning Process (PRPP)

Resource Documents

- IIIC.1 Santa Rosa Junior College Technology Academy
<http://www.santarosa.edu/petaluma/technology-academy/>
- IIIC.2 Santa Rosa Junior College Media Services
<http://www.santarosa.edu/media/>
- IIIC.3 Ticket Status for support requests
<http://bustech.santarosa.edu:8080/customer/>
- IIIC.4 Santa Rosa Junior College Library Web Site
<http://www.santarosa.edu/instruction/libraries/>
- IIIC.5 Institutional Technology Group Definition
<http://cmsdev.santarosa.edu/media/planning/committeefunctions.pdf>
- IIIC.6 Strategic Master Plan for Information Technology
<http://cmsdev.santarosa.edu/media/planning/tech-master-plan-2007.pdf>
- IIIC.7 Santa Rosa Junior College Staff Resource Center
<http://www.santarosa.edu/src>
- IIIC.8 Final SRJC 2007 Accreditation Student Survey
http://www2.santarosa.edu/media/planning/Student%20Survey_Final.pdf
- IIIC.9 SRJC Staff Development Training Archive
<http://www.santarosa.edu/src/wks-smn.html>
- IIIC.10 The Center for Advanced Technology in Education
<http://online.santarosa.edu/>
- IIIC.11 Student Handbook for Online Classes
<http://online.santarosa.edu/student/>
- IIIC.12 Santa Rosa Junior College Computing Services
<http://www.santarosa.edu/administration/administrative-services/computing-services/>
- IIIC.13 District Online Committee
<http://www.santarosa.edu/doc>
- IIIC.14 Desktop Replacement Request Web Page
https://www.santarosa.edu/forms/create_new_form_1.php
- IIIC.15 Current Network/Server Status
<http://www.santarosa.edu/administration/administrative-services/computing-services/news/>

- IIIC.16 Final SRJC 2007 Accreditation Faculty/Staff Survey
http://www2.santarosa.edu/media/planning/Zoomerang%20-%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%20Ov.pdf
- IIIC.17 E-mail/Outlook
<http://www.santarosa.edu/administration/administrative-services/computing-services/outlook/>
- IIIC.18 Citrix Support
<http://www.santarosa.edu/administration/administrative-services/computing-services/support/citrix/>
- IIIC.19 SRJC Web Development Guidelines
<http://www.santarosa.edu/administration/administrative-services/computing-services/iss/web-guide/web-guidelines.pdf>
- IIIC.20 SRJC Citizens' Bond Oversight Committee Agendas and Minutes
<http://www.santarosa.edu/committees/boc/>
- IIIC.21 Santa Rosa Junior College Home Page
<http://www.santarosa.edu>
- IIIC.22 Board Procedure 6.9P - Computer and Communications Technology Use
<http://www.santarosa.edu/polman/6facilit/6.9P.pdf>
- IIIC.23 SRJC Budget Documents
<http://www2.santarosa.edu/pages/planning/scjcds-budget.php>
- IIIC.24 Health Services Web Page
http://www.santarosa.edu/for_students/student-services/student-health-services/
- IIIC.25 Data Mining Spreadsheets
<https://www.santarosa.edu/datamine/index.php>
- IIIC.26 Registration/Web Link
<https://www.santarosa.edu/app/registration-weblink/>
- IIIC.27 Overview of a New Student Information System for California Community Colleges Software Consortium Prepared by Santa Rosa Junior College Development Team
<https://www.santarosa.edu/accred/docs/IIIC/sis%20-%20Things%20to%20do-Ver6.pdf>
- IIIC.28 Faculty Technology Training Fund
http://www.santarosa.edu/afa/Forms/tech_training_fund.pdf
- IIIC.29 California Community Colleges Chancellor's Office Data Element Dictionary
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/MIS/DED/tabid/266/Default.aspx>

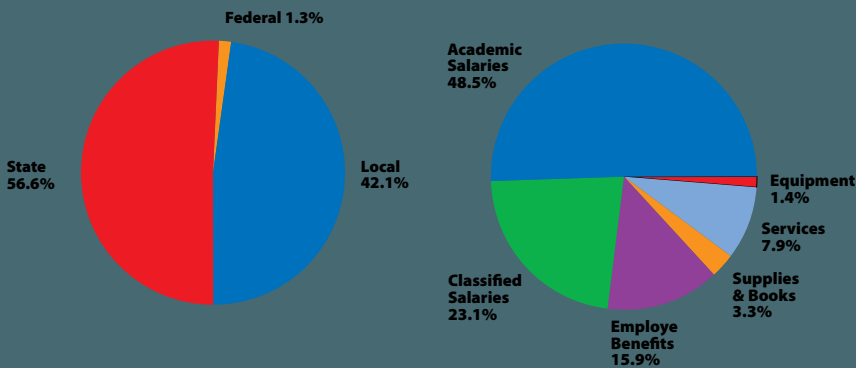
STANDARD III: RESOURCES

D. Financial Resources



STANDARD III: RESOURCES

D. Financial Resources



COMMITTEE MEMBERS

Administrative Liaison:	Kate Jolley	Business Services	Management
Cochair:	Barbara Croteau	Business Administration	Faculty
Committee Members:	Chuck Robbins	Work Experience/Economic Development	Management
	Tammy Sakanashi	Consumer/Family Studies	Faculty
	Victor Cummings	Language Arts & Academic Foundations	Management
	Kerry Campbell-Price	Continuing Education	Management
	Doug Kuula	Coordinator Science Labs	Classified
	Linda Close	Business Services	Management
	Deepa Desai	Payroll	Management
	Susan St. Clair	Business Services	Management
	Debra Sands-Miller	Occupational Education	Management
	Lorraine Fazzolare	Bookstore	Management



Standard IIID: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

IIID.1 The institution relies upon its mission and goals as the foundation for financial planning.

IIID.1.a Financial planning is integrated with and supports all institutional planning.

Institutional Planning

DESCRIPTIVE SUMMARY

The district's Mission Statement (IIID.1) is a general statement of the purpose and direction of the college. It is used as a basis for the creation of district initiatives with their corresponding goals, objectives, and assessment metrics. These guide the various units (departments, programs, administrative offices), and districtwide standing committees as they develop their respective plans (IIID.2, IIID.4).

While the primary objective of institutional planning is to successfully meet the educational needs of the populace in the district's service area in the context of the mission, a prerequisite objective of the district is to ensure the financial health and viability of the institution. Both institutional and financial planning have a long-range dimension, in which changing community and student needs must be identified and prepared for, and a shorter-range dimension, in which programs are planned, reviewed, evaluated, and revised, as necessary. In addition, the institution must provide the facilities, technology, and human resources required to deliver the desired academic and student service programs.

In 2001, the district implemented a new program review process, the Program Evaluation and Planning (PEP) process, which was intended to create data-driven program assessment and planning for academic programs. The PEP required department chairs to harvest information from the district's database and training was provided on how to data mine. After reviewing the results of the process, the district realized that the PEP process was not broad enough in scope and design to assist the institution in meeting the new accreditation standards and address the accreditation team's recommendation about linking planning and resource allocation. In spring 2005, the Budget Advisory Committee (BAC) issued their recommendation for several changes in a document titled Planning and Budgeting: Improving the Process (IIID.3). The Superintendent/President then appointed the Linkage Task Force in summer 2005 to develop a process that better linked planning and resource allocation and would meet the new accreditation standards (IIID.6). That process is the Program and Resource Planning Process (PRPP), implemented in spring 2008. It is the mechanism by which program units evaluate their performance and make plans and modifications for the future. The PRPP also provides the information necessary to identify programmatic, staffing, capital equipment, and capital facilities priorities (IIID.5).

- When necessary, the college develops additional assessment and planning. Examples include the SRJC Regional Needs Assessment (IIID.7), the President's Study on Fiscal Stability (IIID.8), and the SRJC Master Space Allocation and Facilities Plans (IIID.9).
- When fully implemented, information from the PRPP and other additional resources will be used to create plans that become part of an integrated Institutional Master Plan (IIID.10). Some examples of these plans include the SRJC Master Space Allocation and Facilities Plans (IIID.9), the SRJC Operational Parking and Transportation Plan (IIID.11), and the SRJC Strategic Master Plan for Technology (IIID.12).

Financial Planning

The financial planning process is an essential component of institutional planning that begins with basic financial assumptions, continues through the budget adoption and results in final implementation. Financial planning at Santa Rosa Junior College is based on assessing resource availability. This assessment is an ongoing process that is administered by Business Services in consultation with the Budget Advisory Committee (BAC), an advisory committee to the Superintendent/President that includes representatives from a broad spectrum of the district's constituent groups (IIID.13).

Each year, the district develops budget assumptions based on what is known about external and internal factors affecting revenues and expenditures. External factors include changes in Cost of Living Allowance (COLA) percentages from the state, growth caps, health benefit percentage changes, required retirement contributions, lottery funding per Full Time Equivalent Student (FTES), etc. Internal factors include collective bargaining agreements, new programs or expansion of existing programs, etc. These assumptions are communicated to the Budget Advisory Committee (BAC) for review and discussion and then integrated into the budget and published in the tentative and adopted budget documents (IIID.24). The district has developed a five-year financial model to project ongoing district costs, identify estimates of how much enrollment growth is necessary to fund ongoing costs and fund new projects and services, while factoring in uncontrollable cost increases, such as salary schedule step increases and increases in utilities, health-care costs, etc. (IIID.15). This model incorporates these budget assumptions and PRPP recommendations to forecast long-term implications of short-term actions.

While financial projections are being made at the component level, the data for developing district priorities for funding is being generated at the departmental level. The two will be integrated through the PRPP process at various administrative levels and then be presented to the Institutional Planning Council (IPC). It is at the IPC level where all constituent groups engage in collegewide dialogue, and input is provided. (IIID.14). Through the district's planning process, prioritized recommendations make their way forward to IPC to be formally integrated into the budget process. Along the way, dialogue occurs among the units performing program reviews and in Academic Affairs, Student Services, Administrative Services, and Business Services. Recommended priorities are reviewed for alignment with the district's mission and initiatives. These recommendations receive a final review by the Superintendent/President and Vice Presidents for adjustments, affirmation by IPC, and incorporation into the annual budget development process.

The new Program and Resource Planning Process (PRPP) is designed to identify the overall effectiveness of each program unit in relation to required resources. It is not zero-based budgeting, but rather an ongoing process of assessment and evaluation of a program unit's alignment with the college's mission and initiatives.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.1 and IIID.1.a. Financial planning supports program planning through financial analyses beginning with highly conceptual estimates of costs and revenues for potential new programs, and then moving to progressively more detail as program planning becomes more specific and nearer to implementation. Annual budget planning based on the program planning process is the final financial planning step. In this way, the college's financial planning is guided by its mission, master plan, and initiatives, and is integrated with and supports all institutional planning.

In spite of its shortcomings, the PEP planning process actually did link planning with resource allocation at the component management level of the organization. In 2006-07, for example, resource allocation decisions in support of institutional plans included one million dollars for additional section offerings to achieve growth; increased spending for the expansion of the Petaluma Campus; and an expenditure of funds and staff time to develop PRPP, including the Web-based tool Convergence (IIID.5). However, despite training individuals in the use of data mining or extraction techniques, the PEP did not provide the data-driven information in support of the evaluation of academic programs. Also, the PEP did not include the evaluation of all programs.

In fiscal year 2007-08, a transition year from the PEP process to PRPP, examples of plan-generated expenditures included funding for expansion of off-site locations as part of the community outreach goal; improvement of multicampus coordination, including upgrading teleconferencing capability; and faculty

reassigned time for accreditation, student learning outcomes (SLOs) development, and formulation of basic skills goals in support of developmental and immigrant education. These examples demonstrate that the district has been integrating institutional planning with financial planning as part of the budget development process. Programmatic planning and decision making always reflects the input and support of integrated and parallel financial planning. Final resource allocation decisions are in turn guided by the planning process. The improved design of the data-driven PRPP will result in more effective planning than was possible with PEP.

IIID.1.b Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**DESCRIPTIVE SUMMARY**

Financial Resource Availability

Institutional planning at the district emphasizes the realistic assessment of availability of financial resources and of expenditure requirements. Long-term and more conceptual planning exercises are financially evaluated in only very general terms, but as the timeframe becomes shorter and the planning more specific, financial evaluations are correspondingly more specific and planned programs are shaped to available revenues, until with the annual budget plan, financial resources, and programs are brought into balance. The key variables are the number of FTES, the funding per FTES that the district receives from the state, including Cost of Living Allowance (COLA), and the district's cost structure. Forecasting these variables and refining the forecasts as the budget develops are important activities. Some of these quantities will be forecast based on the priorities derived from the PRPP. For example, if there is a need to grow a particular program, it will budget additional instructional or support service costs. Others are external variables such as state budget expansions or constrictions, increased costs of utilities, postage, and insurance, as well as the cost of hiring and retaining quality staff. While COLAs typically fund increases to operating costs, they are usually not sufficient to fund expansion of programs.

Starting in the fall of each year, the budget planning process for the next year gets underway with the final adjustment by the Superintendent/President and Vice Presidents to the district's program priorities and initiatives. A budget model is created that captures the broad parameters laid out by the planning process, and from which the first complete draft budget will be created. Next, successive forecasts are made of revenue and expense based on the district's projected programs and enrollment and on the forecasted state budget. Expenditures are forecast based on the current year's experience to that date, projected changes in program, and on more general economic considerations. As the months pass, the budget forecasts become more and more accurate, until in June of each year, the tentative budget is created and adopted (IIID.16).

The realistic financial management of costs is a distinct and very important financial management task of the district. Except for growth in Full Time Equivalent Students (FTES), the district's finances are very close to a zero-sum game. Ideally, cost increases at the district are intentional, with the target of improving or expanding the educational programs, and are offset with revenue from FTES growth from the program expansion. Other times, passive cost increases out of the district's control will occur. Utility cost increases are an example of this, although energy efficiency techniques will offset some of these costs in the longer term. Three areas that are closely monitored and managed are academic staffing, supplies, and services. Collective bargaining is important here also, and those impacts are discussed in IIID.1.c.

In terms of differential resource allocation to programs, the most important decisions are those made well before each semester in building that semester's *Schedule of Classes*, and then again in the first few weeks of each semester regarding cutting and adding sections. At either time, such decisions come down to comparing programs with high demand and courses and programs in which demand is declining, all in the context of the mission and institutional plans. This is an effective immediate measure of need and works in conjunction with the long-term assessment of underlying need in the district. In order to be responsible, the institution must respond to that need and use its resources optimally within the limitations of a short-term decision framework.

Development of Financial Resources

Since the majority of the district's funding is based on the number of FTES, student enrollment growth provides its core financial resource. Whether to pursue growth in FTES is a complicated strategic question for a college. Decisions to seek additional enrollment always entail extensive cross-functional deliberation due to the risk inherent in staffing classes when full enrollment is not assured. If significant unmet need is identified, courses or programs are offered to both serve community need and collect the return on a safe investment in instructional costs. To the extent that growth can be managed, it is best to attract growth when a funding premium is available. Enrollment borrowing or repayment is also attempted between fiscal years when real enrollment growth or decline occurs to better match reported growth to the fiscal year that state growth funds are available.

Simultaneously, the district must manage enrollment efficiency so as to maximize the return on instructor costs while providing appropriate capacity, particularly when efficiency does not meet appropriate benchmarks. As with any investment, some scheduling choices ultimately prove to be wiser than others, so some variation in enrollment efficiency is inevitable. When growth funds are available, the district seeks to increase its level of base funding by increasing enrollment. When growth funds are not available, enrollment efficiency becomes a more central focus as inflationary pressures persist with no end in sight. In recent times, the district has stressed efficient growth, with the goal of generating up to one percent enrollment growth with as little Full Time Equivalent Faculty (FTEF) increase as possible. In this way, the inevitable overhead increases expected for fiscal year 2008-09, where there is no expected COLA, are addressed without diminishing the district's overall fiscal stability. In this manner, the delicate balance between growth and efficiency is actively and strategically managed in order to maximize the development of the central financial resource that apportionment provides (IIID.17).

The district launched a bond campaign in 2002 that resulted in the passage of Measure A, providing over \$250 million in capital for new facilities (IIID.18). The district had conducted a study of the condition of its facilities, and had reviewed probable state funding that might become available in the future. The forecasted shortfall in need versus available funding was significant. It had also used long-term financial modeling to determine that the required facilities investment could not be funded from internal sources. Therefore, like many other California community college districts, the district decided to approach the taxpayers of the district with a proposal for a general obligation bond for the purpose of renovating, upgrading and replacing facilities and equipment. The projects in this proposal came from various planning groups and plans, including the SRJC Technology Master Plan and SRJC Facilities Master Plan. The voters of the district approved the proposed bond measure.

With this significant infusion of facilities capital, and with the ability that capital gave to leverage state capital funds, the district has engaged in both extensive facilities planning and careful financial modeling of that planning. The district's facilities goals were:

- To rehabilitate and renovate all major campus utility systems and roofs
- To renovate selected campus buildings
- To construct significant new facilities, including a new library, a new student center, and a major expansion of the Petaluma Campus
- To fund technology upgrades throughout the district

The Citizens' Bond Oversight Committee is responsible to ensure compliance with the terms of Measure A and with the requirements of Proposition 39 (IIID.19). In addition, the district has a very active Board Facilities Committee that has taken responsibility for close oversight of the execution of the bond program. The district used experienced bond counsel for legal purposes; and it selected a financial advisor to provide independent financial advice and to assist in negotiations with the selected underwriting firm to ensure fair terms. These two parties, in conjunction with the investment banking firm selected as underwriter, have provided the district with high quality financial planning regarding cash flow modeling and the timing and management of debt issuance.

Grants

Santa Rosa Junior College has long supported a number of grant-funded programs and consistently encourages applications for new, appropriate funding. Because the district has no staff positions dedicated primarily to grant writing and administration, many in the district community erroneously believe that the school does not have a good record of winning grants. In fact, the institution currently oversees nearly 100 grants and categorical programs (IIID.24, IIID. 35). Many of the grants provide valuable support of SRJC programs such as the Small Business Development Center, Health Careers, child care, and Employment Training Panel. Additionally, the district administration is supportive of individuals and departments that apply for grants, providing administrative support and integration of grant programs into district offerings.

Community Education

Community Education is an important area for the district, and it is one where the dynamics of the undertaking are different from the state-supported programs. SRJC's Community Education programs offer not-for-credit classes designed for business and professional development, personal interest, and lifelong learning. Fees charged for classes are set to cover direct expenses: instructor's salary, materials, facility rental fee, promotional costs (publication in the *Community Education Bulletin*, flyers, etc.), and registration costs. In addition, a 25 percent fee is charged to the gross income received (less material or supply costs) to cover district overhead (IIID.20, IIID.21).

Partnerships

Partnerships also offer useful possibilities. The district partners with numerous organizations in an effort to develop resources and meet the needs of the students. Examples include the Piner Early College Magnet Program, the Pepperwood Preserve, the Small Business Development Center, the Study Abroad Program, and the Smog Referee Program, as well as numerous partnerships with emergency personnel agencies and hospitals. Some of these will benefit the district through FTES, others through providing services or sites free of charge, and others by generating good public relations for the district.

In addition to the above partnerships, the district has Instructional Service Agreements (ISAs) with several community agencies, such as Goodwill, Petaluma People Services, North Bay Industries, etc., to provide instructional programs in three noncredit areas: persons with substantial disabilities, programs for older adults, and driver training for emergency personnel (IIID.16). Instructors for these programs must meet minimum qualifications established by the California Community Colleges System Office. Attendance is taken at each class session and submitted to the college's Admissions and Records Office at the end of each semester. The district collects noncredit FTES based on attendance. The Instructional Services Agreements are renewed annually and subject to review by the district's independent auditors.

Expenditure Requirements

The district develops its budget based on the various expenditure requirements established by the California Community Colleges Chancellor's Office, categorical program monitors, and other regulations. One example is the 50 Percent Law requiring that 50 percent of the district's expenditures be for instructional salaries (IIID.22). Another example is the Full-time Faculty Obligation, which requires a certain number of full-time faculty be employed by the district annually. This number changes in proportion to the growth or decline in FTES. The district monitors retirements and resignations closely to ensure that the faculty obligation number is met annually, as well as ensures that new hires are in the best programs to support the needs of the district. Categorical funds must be spent in support of the mission of the program that it is funding. Examples include Disabled Students Programs & Services (DSPS) funds that must be used to support the DSPS at the district. Similarly, the 2002 Prop 39 Bond Measure A revenues must be spent in accordance with the published project list (IIID.23), which was approved by the voters as part of the measure.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.1.b. The district's planning is realistic in its assessments of financial resources. Its planning processes incorporate financial assessments at all stages of the planning process. During implementation, the college manages resources carefully, and maintains flexibility to adapt to changing economic conditions, while being fiscally conservative about the achievement of increased revenues. The district is active in developing appropriate resources through growth, partnerships, and grants. Proposition 39 Bond Measure A was placed on the ballot in order to fund facilities capital renewal needs. The district has adhered to the approved projects list. The Citizens Bond Oversight Committee has been active in fulfilling their responsibilities. The Board Facilities Committee has been heavily involved in overseeing and monitoring the execution of the projects. The annual independent financial audit as required by the provisions of Proposition 39 has in each case generated no findings or questionable items.

IIID.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY*Financial Stability*

Financial stability is a fundamental priority for the district. This provides a sound basis for short- and long-range planning in fulfillment of the district's mission. Prudent financial management begins with a decidedly conservative approach to budgeting assumptions. The budget assumptions are communicated each year in the district's budget (IIID.24). For example, in the 2007-08 budget, the district had a stated goal of enrollment growth, but the budget is based on zero percent growth. This way, if the growth goal is achieved, it comes as a welcome addition for the following year's planning.

Prudent management of general fund reserves is another aspect of sound financial planning. Financial forecasts are often not perfectly correct and the only way to protect against uncertainty is by maintaining adequate reserves. The district has targeted reserves in the range of seven to eight percent of general fund expenditures, believing that the five percent minimum prescribed by the California Community Colleges Chancellor's Office is not adequate (IIID.25).

Short- and Long-Range Planning

Financial stability is also achieved by ensuring that short-range plans are integrated with the long-range plans of the district. The Program and Resource Planning Process (PRPP) was developed to carry the short-range plans of individual units to the committees and administrators responsible for their evaluation and potential integration in the long-range plans of the district (IIID.5). Once worthy short- and long-range plans are identified, they must be evaluated in the context of the available financial resources of the district.

One important tool for integrating financial planning with short- and long-term program planning is the rolling five-year budget model (IIID.15). This model was created by Business Services in 2005, and it is now being used as a tool for budget discussions. The model integrates many different economic features, and by showing how those features interact and develop over time, it allows sensitivity analyses to be performed. This provides warning when the district might be moving into potentially risky financial periods. The model integrates significant aspects of operational revenues and expenditures including enrollment growth or decline, state apportionment funding, instructional costs, employee salary and benefits, utilities, insurance, etc. The model seeks to define the broad financial parameters and constraints that long-term program development must use to evaluate and prioritize program alternatives.

An important example of balancing short- and long-range planning with financial resources is the decision to hire new employees. The PRPP process provides solid data and analysis so that appropriate hiring decisions can be made. Hiring an employee is not where financial management ends. Faculty and staffing

costs are by far the largest element in the budget, with considerable long-term implications. Salary and benefits for the majority of district employees are driven by collective bargaining agreements with employee unions. The district has maintained a conservative position with respect to collective bargaining while still providing salary and benefits packages that attract and retain qualified employees (IIID.26, IIID.27, IIID.28). While the district does have early retirement programs that provide post employment medical benefits, they are prudently designed to transition to a small fixed stipend when the employee reaches the age of 65.

Liabilities and Obligations

The management of liabilities is another aspect of sound financial management. Insurance and risk management, debt management, and the Other Post Employment Benefits (OPEB) liability as defined in Governmental Accounting Standards Board (GASB) Standard 45 are important areas of liability.

The district handles insurance and risk management issues with a combination of self-insurance, purchased insurance, and safety programs for accident prevention. It purchases property and liability insurance from the Statewide Association of Community Colleges, a joint powers authority. It purchases workers' compensation coverage from another joint powers authority, the Protected Insurance Program for Schools. In addition, the district has an active safety and hazard reduction program implemented by the district's Environmental Health and Safety Department. Sound training in safe practices combined with consistent monitoring for unsafe conditions contributes importantly to managing risk. The district monitors its liability under the Americans with Disabilities Act (ADA) through a program of monitoring to detect and correct compliance-related problems.

With respect to debt, the district has two outstanding lease revenue bonds that were issued to finance the construction of facilities. One bond has \$400,000 of principal remaining, which is generally offset by the sinking fund the district has been contributing to in anticipation of the final payoff. The other has approximately \$2.3 million in principal remaining, and if not redeemed, would not be fully paid out until 2023. The district has set aside funds to redeem the \$2.3 million in bonds when they become callable in 2008.

A significant remaining source of liability is the OPEB liability. At the June 2007 meeting, the district's Board of Trustees adopted a plan to come into compliance with the requirements of GASB 45. The district plans to pay the annual required contribution each year, if possible, but reserves the option to reduce that payment in difficult years. The plan also provides that five or six years' contributions would be kept locally to provide additional reserves, and that in subsequent years the annual contribution will be rolled into an irrevocable trust to gain the additional investment benefits from that structure. The district's financial statements will be prepared in compliance with the new standard beginning in fiscal year 2008-09 (IIID.29, IIID.30).

In addition to managing the aforementioned liabilities, the district also strives to meet its contractual and educational obligations. For example, with the passage of the Prop 39 Measure A Bond it has become much easier to meet the needs of students with respect to obtaining current computer technology. The problem is, "what happens when the bond runs out?" The district has been able, working with bond counsel and the district's financial advisor, to devise a way to extend funds in an IRS-approved fashion beyond the normal three-year spending limit for tax-free general obligation bond debt. It is intended that these funds will support the district's commitment to instructional and administrative technology in the later years of the bond program.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.1.c. The district's financial management practices are sound, and at the same time they are designed to assist and support the district in actively pursuing its mission. The district strives to consider long-term consequences in making short-range decisions. It has various financial planning techniques that provide analyses and support for both short- and long-term program planning. The district is fiscally conservative with respect to financial management. This extends to paying down long-term debt early, meeting GASB 45 requirements while maintaining flexibility, as well as maintaining appropriate insurance coverage and policies and practices that promote safety and limit liability exposure.

IIID.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

The district has a clearly defined budget development process that has been enhanced with the better-articulated handoff from the planning process to the budget process that is a part of the revised Program and Resource Planning Process (PRPP). The annual budget process is described in the SRJC budget calendar (IIID.31).

Constituent's participation occurs primarily through the Institutional Planning Council (IPC) and the Budget Advisory Committee (BAC), the two participatory governance committees responsible for planning and budgeting.

The IPC is the district's highest level planning body and, as such, is responsible for coordinating and overseeing all planning activities at the district. Its membership includes representation from all major constituent groups in the district, including management, faculty, classified employees, and students, as well as specific representation by the Superintendent/President, the Service Employees International Union (SEIU), the All Faculty Association (AFA), the Academic Senate, and the Board of Trustees. The IPC has oversight responsibility for implementation of the program and resource planning process for the district. This group is where the most significant elements of dialogue and consultation occur, and where institutional commitment and integrity is displayed in an approach to resource allocation that is both responsible and responsive to student and community needs. The IPC ensures that consultation and input from all parts of the district have been brought together in the planning priorities carried forward from PRPP into the budget process. The program planning priorities that it affirms and sends forward provide the planning basis for the majority of the budgeting decisions that will follow. The IPC's enlarged role, coupled with improved coordination with the BAC, ensures a fully integrated planning and budgeting process (IIID.13, IIID.14).

The BAC is both a President's Advisory Committee and an Academic Senate consultation committee tasked with providing input regarding the district's financial planning and budgeting processes. Representatives of the district's constituent groups, including the Academic Senate, SEIU, AFA, students, and management sit on this committee, providing consultation, deliberation, and input to the budget development process and are responsible for communicating back to their constituencies. The BAC role is critical to ensuring broad participation in and communication of the budget process.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.1.d. The district closely follows its planning and budget development guidelines, which allow for input from and participation by all constituents of the district, on a representative basis, in financial planning and budget development, both through the BAC and the PRPP. (The Program Evaluation and Planning (PEP) process used before the PRPP communicated at various points during the year with all district employees, but the average individual did not really understand how the state funding worked or how it impacted the district.) The PRPP is both a lineal descendent of earlier processes and a specific response to the recommendation in the district's Accreditation Report of 2002. The revised BAC charge will improve communication with employees of the district about state funding and its impact on the district. Improved planning-budget linkage is achieved through PRPP in part because the IPC now oversees both the planning process and the transition of planning results to the budgeting process.

IIID.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY*Budget Document*

In the annual budget document, the general fund revenues are divided by restricted and unrestricted funds and then by source: federal, state, and local funds. These revenues are further detailed by the larger categorical funds, such as Extended Opportunity Program and Services (EOPS), Matriculation, CalWORKs, Disabled Student Programs and Services (DSPS), etc. The expenditures are also divided into restricted and unrestricted funds and then detailed by major object code. The general fund discloses the prior year actual amounts and the forecasted amount for the current year for comparative purposes. The percentages of both revenues and expenditures are provided in a pie chart following the expenditures detail page in the budget. All the other funds, such as auxiliary enterprise, parking, general obligation bonds projects, and capital projects are also included in the district's budget document. These formal features of the budget process and the budget document ensure that funds are expended on programs and areas in accordance with the terms and conditions accompanying those funds.

The budget is sent to the majority of the management team, the unions and senates, the libraries on both campuses, the members of the BAC, and the Board of Trustees and is available upon request. There is a notice printed in the local newspaper through the Sonoma County Office of Education announcing the adoption of the budget and its availability for public viewing. The adopted budget is also posted on the district's documents Web page (IIID.24).

The revenue and expenditure planning assumptions used in developing the budget are included in the printed budget document. These assumptions typically express the constraints on the budget arising from the state of California budget and other external factors, such as changes in lottery funding per FTES and energy and insurance cost increases. These assumptions are developed by the Vice President of Business Services and the Director of Fiscal Services based on information coming from the state, the unions, the Program and Resource Planning Process (PRPP), and discussions with the BAC as part of the budget building process in the spring of the preceding year.

Aside from the previously listed constraints, the major input into budget development comes from the PRPP. It is this process that develops data specifically about programs, program needs, and the relative priority among the various needs. By building the budget on this basis, the district ensures that resources will be allocated in ways that best serve student learning programs and services and are integrated with institutional planning. The question of optimal allocation of district resources is developed in more detail in IIID.1 where the linkage between the PRPP and budget development is described. Ultimately, the appropriateness of resource allocation depends on the quality of the PRPP. That is where student learning needs are identified and appropriate programs are proposed.

Audits

The annual independent financial audit is conducted by independent external auditors who spend four weeks a year at the college. The auditors present their findings to the Board of Trustees Finance Committee in late November or early December (IIID.32). The audit report is presented to the public at the December Board meeting by the Vice President of Business Services (IIID.16). As findings are discovered, they are communicated to the appropriate parties and a correction plan is immediately conceived and implemented. The audited financial statements are posted on the district's documents Web page as well as available in the Superintendent/President's Office, the libraries, Business Services Office, and by request (IIID.35).

The General Obligation Bond Fund is audited annually by the external auditors to ensure that the bond funds are being spent in accordance with the requirements of Proposition 39 Bond Measure A and the terms of the measure as stated on the ballot. In addition, the Citizens Bond Oversight Committee (CBOC) meets twice a year to review both planned and completed expenditures, as well as progress reports, discuss new issuances, and review the annual performance audit (IIID.19).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standards IIID.2 and IIID.2.a. The district allocates its resources in ways that best serve student learning programs and services. The district's Program and Resource Planning Process (PRPP) identifies high priority needs and optimally valuable program areas, and the close linkage between program review and the budget development process ensures that district resources are directed appropriately. The level of participation from college constituencies and distribution of information during the budget development process contribute greatly toward proper resource allocation. The detail provided in the budget document shows that resources are expended on programs and areas in accordance with the terms and conditions accompanying those funds. The annual external audits have shown that the district is consistently in compliance with generally accepted accounting principles and presents its financial statements and budget documents fairly in all material regards.

IIID.2.b Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY

The BAC and the IPC are the senior shared governance entities concerned with financial matters, and, as such, have access to centrally important district financial planning data. Each entity has an important communication function. Members are expected to report back to their constituencies on a regular basis, and the district counts on this as an important element of communication regarding financial matters.

Presidential and vice presidential communications to the district via e-mail, memo, and/or forums (IIID.33) are also important tools for communication. Regular e-mail communications occur to update the district community during the state budget process, outlining its significance for community colleges in general and for Santa Rosa Junior College in particular, as well as providing links to state information as it is received (IIID. 34). The purpose of such communications is to ensure that all members of the district community have a sound basic understanding of what the state budget is likely to provide, and what it means to the district. The goal is to ensure that no one is surprised when the good or bad news is fully known with the signing of the budget. During the course of the academic year, a number of other occasions for communication arise. The Superintendent/President always includes a budgetary segment in his addresses to the district and the community at the beginning of the academic year and either the Superintendent/President or the Vice President of Business Services conduct forums regarding the financial status of the district (IIID.33).

The district's budgets (IIID.24) and independent audit reports (IIID.35) contain important financial information and are public documents. They are available in the Superintendent/President's Office, in the libraries, on the district's Web site, and are available upon request.

The district's budget and current actual financial information is available to any employee of the district through the district's financial management software. For revenue and expenditure tracking, the following reports are disseminated:

<u>Report</u>	<u>Disseminated to</u>	<u>Frequency</u>
Financial Activity Reports	Deans /Vice Presidents	Quarterly
Financial Activity Reports	Categorical Program Managers	Monthly
Financial Activity Reports	Managers who have requested	Quarterly
Financial Activity Reports	Everyone	As Requested
Phone Usage Reports	All Managers	Monthly
Payroll Reports	Managers who have requested	Monthly

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.b. The district makes financial information widely available to all staff members. State budget information is interpreted and disseminated to staff as it is received, and timely financial information regarding specific departments or programs is always available online. The BAC is a direct link to providing constituent groups information on budget-related issues. In an effort to streamline communication on budget issues, a Financial Transactions Handbook was created to assist individuals in interpreting financial information found both online and in

the Financial Activity Reports (IIID.36). Related hands-on training sessions were provided to administrative assistants, department chairs, deans, and other interested individuals. As financial information is often difficult to understand, district employees who require additional information or interpretation are encouraged to contact the Vice President of Business Services or the Director of Fiscal Services.

IIID.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

Cash Flow and Reserves

The district has cash flow challenges while it is awaiting receipt of property tax revenue from the County of Sonoma. This is a common occurrence among California community colleges. Often districts rely on the use of tax revenue anticipation notes (TRANs). The district is allowed to run a negative cash balance in its account with the Sonoma County Treasury during the fiscal year to cover expenditures without having to borrow money externally. Interest cost is present regardless, but this method results in overall lower interest to the district from the County Investment Pool. Each year, the district maintains a reserve balance greater than the minimum prudent general fund balance of five percent per the California Community Colleges Chancellor's Office, which indicates the district has been conservatively managed in terms of fiscal resources. In 2007-08, the reserve was at approximately a seven percent level, despite having gone through a few years where the fund balance had budgeted decreases.

Risk Management—Liability & Contract

Liability risk is managed through insurance and through management of the causes of potential liability-causing conditions. The district maintains a strong insurance program through a joint powers authority, the Statewide Association of Community Colleges (SWACC) that includes liability and property insurance coverages. The district actively pursues risk reduction programs, including regular safety training, hazard identification and removal, and supervisor and employee behavioral skill training that has the goal of reducing liabilities generated by poor supervision and human resources practices (IIID.37, IIID.38). Standard contract language is used, as developed with the assistance of legal counsel, and counsel is always consulted regarding any alterations to the standard and approved language. Insurance requirements and indemnification language are determined with the advice of counsel. The district makes a policy of insisting on using its own contract format, but if in a particular circumstance the district is forced to use a vendor contract, legal counsel is always consulted. Contracting is tightly controlled to prevent abuses. Only three persons in the college have delegated authority to bind the district contractually to ensure a responsible final review.

Risk Management—Financial Emergencies and Unforeseen Occurrences

The district prepares itself for potential financial emergencies and unforeseen financial events through the maintenance of reserves and by performing regular monitoring of incurred expense against budget, so that problems are discovered when they are small and can be corrected. The district's level of reserves has decreased over the past ten years, but remains at a healthy seven percent of expenditures. Judged by standards typical for community colleges, this level of reserves is good. However, reserves are one time in nature, and can only fill the revenue gap to provide the time necessary to reduce expenditures in a deliberate way. The Vice President of Business Services and the Director of Fiscal Services review the district's financial status regularly. In addition to revenue and expenditure patterns for the overall budget, certain major categories of expenditures, e.g., faculty salaries, supplies, and services, are tracked separately so that year-to-year trends can be examined.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.c. The district maintains adequate reserves, consistently above the Chancellor's Office recommended minimum reserve of five percent of the General Fund operating budget (IIID. 25). While there has been a decrease in fund balance over the last ten years, it has been budgeted decreases that have been done in a very intentional manner and have been used in response to various factors, including district needs and decreased state funding. The 2007-08 fund balance of approximately seven percent is the foundation for the district's continued financial stability and ability to address financial emergencies and unforeseen occurrences. While the district does experience cash flow challenges during the months typical for community colleges, it has an agreement with the Sonoma County Treasurers Office to ensure that business continues as usual. Sound financial management practices, such as the focus on contract language and insurance requirements, are designed to minimize risk to the district and allow effective responses to financial conditions. The district maintains effective risk management and insurance programs, while, at the same time, promotes safety training, hazard identification and removal, and supervisor and employee behavioral skill training.

IIID.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY*Expenditures*

There are multiple levels of financial oversight of district expenditures, ranging from the department through the state of California. Departments initiate the majority of expenditures in the district, which are then approved by the department head or dean. These then go different routes depending on the type of expenditure. All checks are disbursed through the Accounting Department.

All expenditure budgets are monitored by Business Services to ensure they are being spent at an expected pace and to ensure there are no surprises or emergencies at the end of the fiscal year. In addition, the Director of Fiscal Services prepares a quarterly report for the Board of Trustees and the state that shows the annual adopted budget, current budget, year-to-date expenditures, and projected expenditures. In this report are also narrative sections where the district is required to state the cost of union contracts that have been settled and whether there are any fiscal concerns in the district. As part of the Board of Trustees' agenda, the report is then disseminated to members of the management team, the various unions and senates, and is available for public viewing. Copies are also available upon request from the Business Services Department. After Board approval, the quarterly report is then forwarded to the Chancellor's Office for their regulatory purposes (IIID. 16).

The primary overall control mechanism for expenditures is the budget. Expenditures are compared to budget regularly to ensure that spending is on track for the fiscal year and to monitor areas for overspending. Expenditures are also audited annually by an external auditor to ensure compliance with a myriad of local, state, and federal laws and regulations, as well as generally accepted accounting and auditing principles.

Payroll

The Payroll Department uses the CECC (California Educational Computer Consortium) Human Resources/Payroll Integrated System to process payroll for approximately 3,500 employees annually, file unemployment taxes, process premiums for the district's Long-Term Disability Plan and health benefits, administer the district's IRC 125, 403(b), and the CalPERS 457 plan, and respond to and resolve payroll discrepancies with the Social Security Administration, Employment Development Department (EDD), CalSTRS, CalPERS, and Sonoma County Office of Education.

With the exception of student employees, all new employees are hired by the Human Resources Department. The set up of demographic information is controlled and entered by Human Resources while the taxation and retirement information is controlled and entered by Payroll. As a new employee is hired, a Personnel Action Form (PAF) is initiated and routed along the appropriate approval path, including department head, Vice President, Budget Coordinator, and the Director of Human Resources or designee, and received in the Payroll Department with Step, Placement, FTE, and other salary information.

Student employees are hired by the Student Employment Office. Units and eligibility are verified by Student Employment and new hire paperwork is collected and forwarded to Human Resources for input into the system. Payroll sets up the taxation and other payroll-related information in the system.

Payroll maintains a spreadsheet for all salaried employees and audits the system to ensure accuracy. Additional earnings, such as stipends, are calculated by Payroll and input in the system, based on the information provided on the PAF initiated by the department or Human Resources Department and approved by the department head and Vice President. Step movements are calculated automatically in the system and verified by Payroll.

For hourly employees, Short-Term, Non-Continuing (STNC)/Student/Supplemental Certificated Timesheets are received in the Payroll Department, where they are verified, rates are attached, and entered into the system for processing.

The scheduling program creates a pay card for all adjunct instructors scheduled to teach in the *Schedule of Classes*, which is put into a load report, and is then audited by Payroll and entered into the system.

After all payrolls have been entered, the Payroll Supervisor audits all Personnel Action Forms and calculations and verifies to the system. In addition, all timesheets are audited for hours, holidays, overtime, and all voluntary/involuntary deductions are audited and balanced to the spreadsheets kept by each Payroll Technician.

Upon completion of the payroll audit, the Payroll Supervisor locks and extracts the payroll, which goes to the Sonoma County Office of Education for processing. After checks are printed, Payroll picks up the checks, verifies the numbers, and sorts them. The Accounting Office requires a state-issued photo identification upon pick up and requires employees to sign a roster report verifying they have received their warrants.

Purchases Through Purchasing

After department heads and/or deans approve a requisition, it is forwarded to the Purchasing Department to develop a purchase order and purchase the item. If requested expenditures are over the budget, the purchasing process disallows the purchase until the budget is adequate. Once the purchase order is completed and the purchase has been made, the purchase order is forwarded to the Accounting Office to be held for approval for payment. When the item(s) is received or the service(s) is completed, the department head or dean sends the approved receiving copy of the purchase order to Accounting to match with the invoice coming from the vendor. When the approval and invoice are received, it is checked to ensure it does not exceed the approved amount on the purchase order and is then paid.

Purchasing controls in the Financial 2000 system are implemented by the buyer. The system also contains a range of automated consistency controls. The buyer ensures that the budget codes identify the correct department and the correct type of expenditure and that there is budget available.

Purchases Through Accounting

If the purchase is not required to go through the purchasing process (i.e., payment request forms for reimbursements), after the dean or department head has approved the form, it is forwarded to the Accounting Office for payment. These are then verified for accuracy and approval, and are checked to ensure adequate budget. They are then forwarded to the Director of Fiscal Services to review and ensure that they are in compliance with the policies of the district. The Director of Fiscal Services then approves and returns to the Accounting Specialist for payment.

Revenue

The majority of the district's revenue comes from its apportionment allocation from the state through a combination of monthly apportionment payments from the state, property taxes from the county, and student enrollment fees. These payments are known with reasonable certainty at the beginning of the year, and are budgeted and monitored. Enrollment is monitored closely and compared with expected growth trends in an effort to properly ascertain the expected revenue in the fiscal year. Enrollment fees collected are reported three times a year to the state to demonstrate timely collection of fees from students.

Another large source of revenue is lottery funds. The Proposition 20 portion of the lottery revenue funds are restricted in use and are budgeted and monitored separately from the unrestricted non-Proposition 20 funds. Receipts for miscellaneous revenue are monitored and tracked against the budget. Differences are investigated regularly to ensure proper budgeting and projections.

Capital Programs, Bond Measure, and Fixed Assets

In order to effectively control bond expenditures and meet Proposition 39 Bond Measure A requirements, the district developed an effective capital construction accounting process to adequately respond to the demands of the bond program construction. All capital expenditures are monitored closely to ensure that bond and state funds are expended according to capital plans approved by the state and the Measure A program. There is an annual external performance audit to ensure that the funds are being spent in accordance with the Measure A projects list. The district has implemented a fixed assets system that allows the district to inventory, track, and depreciate all applicable assets. The Director of Fiscal Services monitors the program to ensure that assets are being added correctly and timely. The fixed asset system additions, deletions, and depreciation are also audited annually by the external auditors (IIID.35).

Financial Aid

There are various types of financial aid programs in which the district participates. Federal funds are required to be spent within three days of receiving funds, so the district usually chooses to claim funds on a reimbursement basis except for the first two major runs of the academic year. For loans, the funds are sent on a student by student basis. The Financial Aid Office determines eligibility and enters the awards into the system. The Accounting Office draws down the funds after each run based on the amount paid out. These amounts are reconciled by either the Financial Aid or Accounting Office, depending on the type of grant. If a student drops classes, it is captured by the Financial Aid Office, which does the calculation to determine if the student or the district owes a repayment to the Department of Education. For Cal Grants, the Accounting Office receives a lump sum amount up front from the state at the beginning of each semester and disburses it to the eligible students. This is reported by the Financial Aid Office to the California Student Aid Commission, and is reconciled by the Accounting Office. After the lump sum has been distributed, it is a reimbursement grant and the district receives the funds after disbursements have been made and reported.

There are two types of scholarships paid out by the district. The first and largest is the Doyle Scholarship. The Doyle Scholarship is funded by the Doyle Trust, which holds a majority of the shares of Exchange Bank. The district receives quarterly dividend checks that are deposited into the SRJC Foundation. Student eligibility is determined by the Scholarship Office, which then enters the award for payment. When paid, the Accounting Office transfers money to cover the disbursements from the Foundation Account to the District Student Funds account from which the disbursements are made. The second type of scholarship is private scholarships. The district receives funds from donors allocated for a particular student or program. These scholarships are paid out directly by the Scholarship Office from the Foundation account.

Both the financial aid and scholarship program are audited as a part of the annual independent financial audit.

Grants/Externally Funded Programs

Each categorical program has a designated manager that is responsible for ensuring that the monies are being spent in accordance with the contract. Additionally, the district has an accountant on staff that is dedicated to monitoring and ensuring accurate reporting of the categorical programs. The two responsible individuals working in the general accounting oversight model explained above ensure accountability for the use of categorical funds in accordance with the terms of the various programs and grants. These funds are also closely audited by the external auditors to ensure they are not only being spent in agreement with the terms of the grant, but are also following generally accepted accounting principles and federal and state laws.

Contractual Relationships

All contracts are reviewed by the Director of Purchasing and Vice President of Business Services to ensure compliance with the California State Public Contract Code and district policy. A report of all contracts entered into is also submitted monthly to the Board of Trustees for approval. As part of the Board agenda, the report is then disseminated to members of the management team, the various unions and senates, and is available for public viewing.

Auxiliary Organizations

The Bookstore is the only significant auxiliary organization of the district, since food service is managed on a contract basis. The Bookstore is run as a stand-alone business, although the general ledger is maintained by the district Accounting Office. The Vice President of Business Services and the Director of Fiscal Services have financial oversight responsibility. The Bookstore's financial statements are incorporated into the district's financial statements at year-end. The independent external audit includes the Bookstore accounting activity as part of the year-end audit process (IIID. 35).

SRJC Foundation

The SRJC Foundation's financial records are maintained by the district Accounting Office and are monitored by the same general oversight processes as for the district as a whole. The SRJC Foundation's Executive Director and Manager of Operations have expenditure authority, and monitor expenditures against budget. The Superintendent/President and the Vice President of Business Services are members of the SRJC Foundation Board of Directors. The Superintendent/President also serves in the capacity of Secretary of the SRJC Foundation and the Vice President of Business Services serves as the Treasurer of the SRJC Foundation. The SRJC Foundation has an endowed base for investment of approximately \$18 million. At this level, a fully articulated investment policy, thoroughly documented investment due diligence processes, and focused and professional investment advice are essential. The requirements of the Prudent Investor Act require that the boards of foundations and other nonprofits managing endowment funds invest funds with due care. The SRJC Foundation has an investment policy, an Investment Committee, and an Investment Advisor that advises, but does not invest funds directly to avoid conflict of interest. The Investment Committee and the SRJC Foundation ensure they meet the requirements of the Prudent Investor Act (IIID.35).

Institutional Investments and Assets

The investments of the Foundation are outlined above. The district investments are maintained through the Sonoma County Treasury Office in accordance with their governing regulations. These are audited annually by the independent external auditors of the district.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.d. The district exercises effective oversight and control over all financial and business activities of the district. Systems are in place to provide checks and balances within the California Educational Computer Consortium (CECC) integrated management information system. Financial modules included in the CECC system are payroll, human resources, purchasing, budgeting, general ledger, accounts payable, accounts receivable, account lookup, and fixed assets. Internal control is assessed by the Director of Fiscal Services and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. Revenue and expenditures are compared to budget regularly to avoid overspending. Contracts comply with the State Public Contract Code and district policy. The annual independent financial audit reaffirms the proper monitoring and control of capital outlay and bond measure expenditures, proficient fixed asset tracking, suitable financial aid and scholarship oversight, and adherence of categorical expenditures to program stipulations. The Foundation and its Board of Directors meet the requirements of the Prudent Investor Act by utilizing an articulated investment policy, practicing investment due diligence methods, and seeking professional advice when making financial decisions.

IIID.2.e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTIVE SUMMARY

In IIID.2.d above, the various control and oversight mechanisms used to ensure that all financial resources are carefully managed and used for their intended purposes is discussed. The goal that all district funds be used with integrity is interpreted as meaning that they are used in an open and efficient manner that will further the district's pursuit of its mission and goals.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.e. The college ensures the best use of district funds by embracing a sound and thorough planning process that explicitly ties planning outcomes to the district's mission and goals, and an integrated planning and budgeting process that ensures that the planning results are implemented in the budget. In IIID.1, the district's approach to planning and budgeting is described at some length, and should be read in conjunction with this section.

IIID.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Prior to acceptance and approval, contractual agreements are reviewed by management in the originating department or component for consistency with the institution's mission and goals. Determination of appropriate funding for contracts is a collaborative effort between the originator and Business Services. Business Services assures the funding is appropriate and available before a contract is executed. The Vice President of Business Services and/or the Purchasing Department reviews and approves all contractual agreements to assure compliance with state and federal regulations, institutional risk management, and district policies and procedures as directed by the Board of Trustees (IIID.39).

The Purchasing Department is charged with assuring that all contracts meet approved policies and controls, and maintains the centralized records of all institutional contracts. Business Services provides monthly contract reports to the Board of Trustees for ratification (IIID. 16). When appropriate, contracts and grants are brought before the Board of Trustees for approval prior to execution of the agreement.

Business Services works closely with the district's legal advisor to review and update contracts on a regular basis. Contracts are updated frequently and in a timely manner in response to concerns that may arise from time to time. The Purchasing Department works closely with legal counsel regarding any material variance to the approved contract forms.

The normal oversight mechanisms operating to ensure that district activities are all in service of the district's mission and goals, and are otherwise legal and appropriate, apply to all contractual activity. These mechanisms have been discussed above and in IIID.1.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.f. All contracts entered into by the district are reviewed for consistency with the mission and goals of the district and are governed by its policies and standards regarding contract language and legal review, and are in accordance with the California State Public Contract Code. Legal review of contract language, insurance requirements, and indemnification standards has been discussed above under the topic of risk management.

IIID.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

The Business Services Office reviews its financial management and internal controls annually in order to assess whether any updates or changes are necessary. These reviews could be the result of changes in the district or from external areas or requirements. Also, as new standards are implemented, internal controls are reviewed in light of the new standard to ensure compliance. Necessary changes and updates are implemented immediately. The internal controls in the Accounting Office, Purchasing, Data Processing, and various other areas in the district, as well as internal controls over financial reporting and compliance with major programs for state and federal programs, are also audited annually by the external auditors as part of the annual audit. The budget management is reviewed annually to address an ever increasing need to ensure an accurate budget. From these reviews come recommendations and/or weaknesses that are addressed immediately.

The Director of Fiscal Services also conducts various internal audits over risk areas to ensure that the district is managing its resources in compliance with various state and federal guidelines, as well as in accordance with the district's internal policies and procedures.

The institution is a member of the California Educational Computer Consortium (CECC), a JPA that provides its financial software. Major components of the financial software are being upgraded and there is a plan in place to move older COBOL-based systems to more modern SQL based systems. The CECC sends updates to the financial software anytime there is a regulatory compliance change that requires a change in software programming.

The approval processes for the Financial 2000 system are audited on an annual basis, or whenever updates that affect the approval processes in Financial 2000 are installed. Written backup for authorizations in Financial 2000 are maintained in the Purchasing Department. All updates are thoroughly tested by the software supplier and the institution prior to implementation.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.2.g. The financial management of the district is constantly being assessed and updated to improve controls. Examples include the addition of a capital assets tracking system, a new budget development system, constantly improving purchasing controls in the Financial 2000 software, a districtwide internal cash handling audit, and improved internal controls in the Accounting and Payroll departments. Recent independent financial audit reports of the district show no internal control deficiencies or weaknesses (IIID.35).

IIID.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**DESCRIPTIVE SUMMARY**

The district uses the Program and Resource Planning Process (PRPP) to assess its use of resources. The PRPP is both a planning and review process and includes budget/cost figures for all programs and key ratios assessing the efficient use of resources. The PRPP document is completed by each program and is then reviewed by the component manager or, in the case of Academic Affairs, by the cluster deans prior to review by the Vice President of Academic Affairs. The review and planning at this level should include realistic assessment of past performance, which should support resource allocation requests. After review by the component managers, the documents are reviewed by the Institutional Planning Council (IPC) to ensure the process was followed and that the prioritized rankings of requests for resources, both new and continuing funding, align with the district's mission, vision, goals, and initiatives that constitute the institution's Master Plan.

The single largest use of resources in the district is instructional costs, which are primarily driven by the *Schedule of Classes*. The Strategic Enrollment Planning Committee (StEP) is a President's Advisory Committee and an Academic Senate Consultation Committee that is charged with coordinating an institutional enrollment planning process designed to assist the institution in achieving optimum student access, retention, and success. It develops and recommends a strategic enrollment plan based on a comprehensive assessment of community and student needs. Each year, it sets enrollment planning and management goals that relate directly to the mission and goals and initiatives of the district. The goals from the StEP Committee are then reviewed at Academic Affairs Council before the development of each schedule and integrated to directly linking them to the development and evaluation of the *Schedule of Classes*. The StEP Committee then analyzes and reports back to the IPC on the attainment of these goals (IIID.17).

The district uses two reports for assessing the accuracy of the *Schedule of Classes*. Before the current semester starts, Academic Affairs begins looking at enrollment reports that show which class sections are filling or need to be monitored or cancelled. This evaluation leads to additions and cuts in sections to meet the demand of the student population. After first census, a closed class demand report is run that shows the number of times that students have tried to add a full section. Used in conjunction, these two reports help the Academic Affairs component and department chairs to assess the effectiveness of the current *Schedule of Classes*. These evaluations are used to create an improved schedule in future semesters.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IIID.3. The district systematically assesses the effectiveness of its allocations of financial resources by program using the budget/cost data, ratios, and, for academic programs, student data, including an evaluation of productivity. Each program uses this data when preparing its Program and Resource Planning Process (PRPP) as part of its annual review and incorporates this data into its qualitative report. The review through the cluster deans (for academic programs only), component administrators, IPC, cross-component review, and, finally, recommendations to the Superintendent/President, assist the district in creating, expanding, or contracting programs. Information from the SRJC Regional Needs Assessment is used to develop the district's Institutional Master Plan and program allocation requests are ranked by whether they effectively and efficiently assist in meeting those plans.

Reallocations include both types of fine-tuning evidenced by section adds and cuts at the beginning of each semester and the more significant reallocation of resources evidenced by the introduction of the new Program and Resource Planning Process (PRPP). The final step in the PRPP provides an evaluation at the end of each cycle to monitor how effective the process was and whether there are ways to improve it. This provides an opportunity for continuous improvement in the allocation of resources to support the district's mission. The PRPP is an evolving process that will inevitably change as the institution changes.

Planning Agenda for Standard IIID

1. By December 2009, the district, through the Institutional Planning Council (IPC) and in conjunction with the component administrators, will evaluate whether the results of the Program and Resource Planning Process were merged into the budget development process to effectively close the link between planning and budget. This will be accomplished through feedback from constituent groups in the IPC, the Budget Advisory Committee (BAC), and the Business Services Office as well as by a formal survey process.

Resource Documents

- IIID.1 SCJCD Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IIID.2 SCJCD College Initiatives
<http://www2.santarosa.edu/pages/planning/college-initiatives.php>
- IIID.3 Linking Planning and Budgeting: Improving the Process
<https://www.santarosa.edu/accred/docs/IIID/IIID. 3 LINKING BUDGETING PLANNING.pdf>
- IIID.4 District Component Goals and Reports
<http://www2.santarosa.edu/pages/planning/districtwide-plans-and-goals.php>
- IIID.5 SRJC Program and Resource Planning Process (PRPP)
<http://www2.santarosa.edu/pages/planning/convergence--web-based-tool-for-prpp.php>
- IIID.6 Response to Recommendation Two from the 2002 Accreditation Report
(Please see "Recommendation II: Linking Planning and Budget" in
"Responses to Recommendations of 2002 Visiting Team")
- IIID.7 SCJCD Regional Community Needs Assessment
<http://www2.santarosa.edu/media/oir/CNA2007.pdf>
- IIID.8 President's Study on Fiscal Stability 2001-02
https://www.santarosa.edu/media/presentations/busserv/fiscal-stability2001_files/frame.htm
- IIID.9 SCJCD Master Space Allocation and Facilities Plan and Five-Year Facilities Plan
<http://www2.santarosa.edu/pages/planning/districtwide-plans-and-goals.php>
- IIID.10 SCJCD Institutional Master Plan
<http://www2.santarosa.edu/media/planning/2008-2009%20Strategic%20Initiatives.pdf>
- IIID.11 SCJCD Operational Parking and Transportation Plan
<http://cmsdev.santarosa.edu/media/planning/2006-2008-OTTP-2-7-2006-DRAFT.pdf>
- IIID.12 SRJC Strategic Master Plan for Technology
<http://cmsdev.santarosa.edu/media/planning/tech-master-plan-2007.pdf>
- IIID.13 BAC - Budget Advisory Committee/Minutes for 5 Years
<http://www2.santarosa.edu/pages/planning/scjcds-budget.php>
- IIID.14 IPC - Institutional Planning Council/Minutes for 5 Years
<http://www2.santarosa.edu/pages/planning/institutional-planning-council.php>
- IIID.15 Five-Year Rolling Budget Model (example)
<https://www.santarosa.edu/accred/docs/IIID/IIID. 15 5 Year rolling model.pdf>
- IIID.16 SRJC Board Agendas
http://www.santarosa.edu/district_governance/
- IIID.17 SRJC Strategic Enrollment Planning Committee Goals
<https://www.santarosa.edu/accred/docs/IIID/IIID. 17 2007-08 Step Goals.pdf>

- IIID.18 Measure A Bond Resolution
[https://www.santarosa.edu/accred/docs/IIID/IIID. 18 Measure A Bond Resolution.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.18%20Measure%20A%20Bond%20Resolution.pdf)
- IIID.19 Citizens Bond Oversight Committee Minutes
<http://www.santarosa.edu/committees/boc/>
- IIID.20 SRJC Community Education Course Fee Calculation Worksheet
[https://www.santarosa.edu/accred/docs/IIID/IIID. 20 Comm Ed course calculation worksheet.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.20%20Comm%20Ed%20course%20calculation%20worksheet.pdf)
- IIID.21 Education Code Section 78300 Community Education
[https://www.santarosa.edu/accred/docs/IIID/IIID. 21 Community Ed Ed Code.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.21%20Community%20Ed%20Code.pdf)
- IIID.22 CCFS-311 Report
<http://www.cccco.edu/SystemOffice/Divisions/FinanceFacilities/FiscalServices/CCFS311PDFFiles/tabid/334/Default.aspx>
- IIID.23 Measure A Project List
[https://www.santarosa.edu/accred/docs/IIID/IIID. 23 Measure A Project List.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.23%20Measure%20A%20Project%20List.pdf)
- IIID.24 SRJC Adopted Budget
<https://www.santarosa.edu/srjcdocs/>
- IIID.25 10-Year History
[https://www.santarosa.edu/accred/docs/IIID/IIID. 25 10 year history.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.25%2010%20year%20history.pdf)
- IIID.26 Collective Bargaining Agreements – AFA
<http://www.santarosa.edu/afa/contract.shtml>
- IIID.27 Collective Bargaining Agreements – SEIU
http://www.santarosa.edu/seiu/contract_06_07/index.html
- IIID.28 Collective Bargaining Agreements –Unit B (CFT)
<http://www.santarosa.edu/hr/PDFs/CFTUnitBContract.pdf>
- IIID.29 GASB 45 –Actuarial Study
[https://www.santarosa.edu/accred/docs/IIID/IIID. 29 SRJC GASB 45 report 2007.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.29%20SRJC%20GASB%2045%20report%202007.pdf)
- IIID.30 GASB 45 – Board Action
[https://www.santarosa.edu/accred/docs/IIID/IIID. 30 GASB 45 Board action.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.30%20GASB%2045%20Board%20action.pdf)
- IIID.31 SRJC Budget Calendar
[https://www.santarosa.edu/accred/docs/IIID/IIID. 31 0809 Budget Calendar for BAC.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.31%200809%20Budget%20Calendar%20for%20BAC.pdf)
- IIID.32 SRJC Board Finance Committee Agendas
<http://www.santarosa.edu/committees/board-finance/>
- IIID.33 Budget Forum Power Point Presentation
[https://www.santarosa.edu/accred/docs/IIID/IIID. 33 08-09 Forum on Budget.pdf](https://www.santarosa.edu/accred/docs/IIID/IIID.33%2008-09%20Forum%20on%20Budget.pdf)
- IIID.34 Community College League Information (sample)
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3320>
- IIID.35 Independent Financial Audit Reports
<https://www.santarosa.edu/srjcdocs/>
- IIID.36 *Financial Transactions Handbook*
http://www.santarosa.edu/srjcdocs/pdf/Handbook_02.08.pdf
- IIID.37 Safety Training
<http://www.santarosa.edu/ehs/safety-training-directory/>
- IIID.38 Hazardous Waste Directory
<http://www.santarosa.edu/ehs/hazardous-waste/?menu=shops&show=1>
- IIID.39 *SRJC Board Policy Manual*
<https://www.santarosa.edu/polman/>



STANDARD IV

Leadership and Governance



STANDARD IV *Leadership and Governance*



COMMITTEE MEMBERS

Administrative Liaison:	Jane Saldaña-Talley	Petaluma Campus	Management
Committee Members:	Ian Maurer	Associated Students	Student
	Robert Ethington	Student Affairs	Management
	Janet McCulloch	English	Faculty
	Binh Nguyen	Behavioral Sciences	Faculty
	Carol Hatrick	Health Sciences	Faculty
	Marie Cuneo	Language Arts & Academic Foundations	Classified
	Ty Benoit	Arts, Humanities, Behavioral & Social Sciences	Management
	Kera Eubanks	Student Trustee	Student



Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IVA: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has a long history of large scale and successful participatory governance. The college recognizes and utilizes the contributions of leadership throughout the organization for continuous communication, improvement, and innovation. While SRJC's governance may typically move slowly yet steadily, there's always much work and involvement for all levels of the college community to contribute to important governance activities (IVA.4). While Standard IV relies heavily on several references cited in this document about leadership roles and governance, primary among the documents is Policy and Procedure 2.5 and 2.5P, Governance and the Committee System. These Board-adopted documents represent SRJC's collective best efforts to describe the overall governance system; they are the strong foundation that supports and moves the governance process forward whenever needed (IVA.1, IVA.2).

The district first recognized a collective, policy-advising role for constituents with the creation of a multiconstituent College Council in the 1940s. The creation of an elected department chair organization followed in the 1960s; governance became even more complete in 1970 with the establishment of an Academic Senate. This long-standing tradition of participatory governance and collegiality was subsequently expanded with Faculty and Staff Bargaining Units, Student Government, a Classified Senate, and Administrative/Management groups. Representatives of all these groups meet regularly throughout the committee system and twice monthly in the three major councils of the governance system. In College Council constituent representatives attend to matters of district policy and serve as the highest policy recommending body to the Board of Trustees. All proposed new policies and policy revisions are thoroughly reviewed by the College Council before being forwarded to the Board of Trustees, and usually—but not always—consensus is reached on policies at the College Council level before they proceed to the Board.

In addition, all constituent groups send representatives twice a month to the two relatively new councils (established in the past 20 years): the Educational Planning and Coordinating Council (EPCC) and the Institutional Planning Council (IPC). In these large, multiconstituent groups, the integration of educational planning and budget matters for the district takes place (IVA.3).

Governance and subsequent policy development in the district is long-standing and actively sustained today. While the College Council and Board of Trustees first formalized committee participation in governance when Board Policy and Procedure 2.5 and 2.5P were adopted in the 1970s, the policy was expanded in 1985 and again in 1995 to conform to AB 1725 guidelines. In 2001 and again in 2008, Policy and Procedure 2.5 and 2.5P were reviewed and revised to increase clarity. All appropriate Standing and Advisory Committees include representatives from all constituent groups (IVA.2). The policies and procedures outlining governance are shared and frequently discussed at numerous orientation meetings across the district.

Board Policy and Procedure 2.5 and 2.5P (IVA.1, IVA.2) describe opportunities for participation in governance, district leadership, and annual recruitment for new participants. Recruitment practices vary from one constituent group to another, but they occur annually and formally. Each group invites incumbents to reapply as well as newcomers to join in governance groups for the first time. The responsibilities inherent in the roles of the Academic Senate's collegial consultation role, and the Classified Senate and Associated Students participatory role are clearly prescribed in their own bylaws and also referenced in the Board Policy manual (IVA.35, IVA.12, IVA.9, and IVA.1). New constituent groups are formed as needed to expand and extend SRJC's system of participatory governance. For example, since the last accreditation visit the Petaluma Faculty Forum (PFF), a subcommittee of the Academic Senate, has grown in the number of participants. The PFF encourages academic innovation and excellence with specific focus on the Petaluma Campus (IVA.31).

Participation in the district committee system is open to faculty, staff, and students from both campuses and all locations.

In Board Procedure 2.5P, the roles of the District's 28 Standing Committees, three Councils, and eight President's Advisory Committees are defined. A descriptive list of all committees is published on the college Web site (IVA.6).

In order to assess the effectiveness of this governance structure, in the fall of 2007, an Accreditation Faculty/Staff Survey was administered by the Office of Institutional Research. Ninety-one percent of all respondents agreed and only seven percent disagreed with the query "I am aware of my opportunity to participate in committees at the college." Two percent had no opinion. All other responses to survey questions regarding governance also show greater numbers of positive than negative responses, with eight of ten questions regarding governance being answered positively in the overall majority (IVA.8).

Information about institutional performance is updated frequently on the SRJC Planning Web site (IVA.32) and is shared through the College Council, Department Chair/Instructional Managers meetings, Academic Affairs Council, Student Services Council, Professional Development Days, and the Institutional Planning Council, to name a few. The Office of Institutional Research has published the *Sonoma County Junior College District Fact Book* and has placed it online every year since 2001 (IVA.5). The *Fact Book* is a lengthy document that includes sections on student outcomes, retention rates, successful course completion by disability, ethnicity and gender, degrees and certificates awarded, grade point averages, and transfer information.

In fall 2002, the accreditation visiting team commended SRJC for its success in implementing a strong collegial governance processes (IVA.29). The visiting team noted, however, that there were governance issues at the Petaluma Campus and recommended developing strategies to create a stronger sense of empowerment for faculty, staff, and administrators at the Petaluma Campus. Additionally, the visiting team recommended that the classified staff should play more of a role in governance and that the classified union, the Service Employees International Union (SEIU), and the Classified Senate should work more collaboratively.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVA.1. The structure for participatory governance at SRJC has evolved over time, is somewhat complex, involves constituent groups extensively, and is firmly in place.

Serving as the highest policy recommending council and the central clearinghouse for policy development, the College Council can send both majority and minority opinions about policies forward to the Board of Trustees. Dissenting opinions have been rare over the decades, and only unanimous opinions have been forwarded since the last accreditation visit. This is attributed to the willingness of constituents to continue discussing and researching new perspectives over the years (IVA.4).

As the Petaluma Campus has grown in size and complexity, multicampus governance issues noted in the last accreditation report have been addressed in various ways. The college remains fully committed to the concept of a single college, multicampus district, and since most academic departments have faculty at both campuses, department chairs and cluster deans in Santa Rosa must coordinate closely with the deans in Petaluma. Efforts have been made to balance the regular faculty presence in Petaluma, with 15 new regular faculty positions added to the Petaluma Campus since the last accreditation visit began. The addition (or consolidation) of more regular faculty in Petaluma (now a total of 33.6 positions) has improved communication between the Santa Rosa and Petaluma campuses at both governance and department levels.

Both regular and adjunct faculty are invited to participate in governance, but only regular faculty have college service formally written into their contractual job description. As such, the continued increase of regular faculty at the Petaluma Campus will ensure continued growth in governance participation.

In addition, the hiring process for new faculty has required the involvement of individuals from both campuses working closely to meet the needs of the recently expanded Petaluma Campus. Specific departments, including Mathematics and Behavioral Sciences, encourage new hires to spend one semester at Petaluma and the next semester at Santa Rosa to establish strong relations in the department.

After the last accreditation visit, a central and core group, the Petaluma Faculty Forum (PFF), was established as a formal subcommittee of the Academic Senate (IVA.31) to provide a clear voice for Petaluma faculty in collegewide governance and planning. In addition, a Petaluma Classified Leadership Team now meets monthly to remain current about campus and collegewide issues. Each year the number of SRJC employees who have worked on the Petaluma Campus grows, adding to what will eventually be a critical mass of district employees and students engaged in the participatory governance process who understand and represent the needs of both campuses. Though most committees still hold the majority of meetings in Santa Rosa, the Board of Trustees, Academic Senate, Associated Students Student Senate, Department Chair Council/Instructional Managers, and some Academic Departments, among others, hold several meetings each year in Petaluma, and, with the expansion of the Petaluma facilities, the number of meetings is expected to increase. A number of committees, including the Basic Skills Initiative, Professional Growth Increment Committee, and Educational Planning and Coordinating Council, use videoconferencing as a means to facilitate multicampus collaboration. Videoconferencing was also widely used during the 2007-2008 faculty hiring cycle and unites the campuses during all district Professional Development activities in the first week of each semester. It is anticipated that the use of collaborative technologies will expand in the future.

Issues associated with the roles of the classified bargaining unit (SEIU) and the Classified Senate have been addressed in recent years. Currently, a member of SEIU sits as a member of the Classified Senate. Both groups have organized more events together, including a joint session to discuss the implications of the Academic Affairs reorganization in 2005-06. Two formal Meet and Greet activities between the leadership of the Classified Senate and SEIU have taken place since 2006. In December 2007, classified staff were encouraged to attend the summer 2008 Classified Leadership Institute sponsored by the Community College League of California (IVA.7).

The development of an *Executive/Administrative Assistants Handbook* by classified employees and its widespread dissemination across the college has also given a sense of empowerment to classified staff. The binder includes information that is useful for training and reference. Plans include putting the handbook online so it can be continually updated and easily referenced by readers (IVA.4).

The following responses from the 2007 Accreditation Faculty/Staff Survey (IVA.8) indicate that constituents are aware of their opportunities to participate, but do not necessarily feel their roles are clearly defined.

A significant majority of survey participants know that opportunities exist to participate in committees (governance) and that they have "...clearly defined roles..." in governance.

Query: "I am aware of my opportunity to participate in committees at the college."

<u>Strongly Agree or Agree</u>	<u>Disagree or Strongly Disagree</u>	<u>No Opinion</u>
91%	7%	2%

Query: Your constituent group has "...a clearly defined role in institutional governance?"

	<u>Strongly Agree or Agree</u>	<u>Disagree or Strongly Disagree</u>	<u>No Opinion</u>
Faculty	55%	20%	25%
Administrators	72%	8%	19%
Staff	40%	32%	28%
Students	30%	11%	59%

SRJC's greater challenge for the future will come not at the level of general awareness of governance opportunity, but rather in orienting greater and greater numbers of newly hired employees to the long-standing and historically detailed written record of the college's successful governance in Policy and Procedure 2.5 and 2.5P (IVA.1, IVA.2).

Query: SRJC has... "clearly defined processes and practices allowing for all constituencies to work together?"

<u>Strongly Agree or Agree</u>	<u>Disagree or Strongly Disagree</u>	<u>No Opinion</u>
48%	31%	21%

The above figures reflect the time and effort that will be needed in the future to bring a large, expanding number of new employees into the governance system (IVA.8).

IVA.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

The formal SRJC Mission Statement is supported by several commitment declarations that are developed and reviewed periodically by all constituent groups (IVA.16). Among these declarations is the statement that SRJC practices "... participatory governance within the institution through processes that are inclusive and respectful of all participants and in which information and decision making are shared" (IVA.16). This declaration and vision is embodied in the college's participatory governance system and is demonstrated by successfully meeting numerous challenges facing the institution. The faculty, students, staff, and administrators have designated roles in the decision-making processes that are defined by Education Code and Title 5 regulations. These roles are clearly defined for the college in the District Policy and Procedure 2.5 and 2.5P, Governance and the Committee System (IVA.1, IVA.2). The college provides numerous mechanisms and venues for input to collegewide decisions through its constituency groups, 28 standing committees, three councils, and eight President's Advisory Committees.

Standing Committees and Councils, President's Advisory Committees, and Senate Consultation Committees provide avenues for faculty, staff, student, and administrator participation. These groups sit together throughout the committee system to discuss issues, resolve problems, and recommend policies for adoption by the Board of Trustees. As noted above, the results of the 2007 Accreditation Faculty/Staff Survey (IVA.8) revealed that 91 percent of the respondents agree that they are aware of their opportunity to participate in committees at the college, 61 percent agree that they are informed and aware of SRJC planning matters that affect them, and 48 percent agree (or 60% of those expressing they have an opinion) that SRJC has clearly defined processes and practices that allow for all constituencies to work together.

The college governance system includes the Board of Trustees and four identified constituent populations.

- The students represented by the Associated Students Student Senate (ASSS)
- The staff represented by the Classified Senate and their collective bargaining unit (SEIU)
- The faculty represented by the Academic Senate and two collective bargaining units - The All Faculty Association (AFA) for Faculty Unit A and the California Federation of Teachers (CFT) for Faculty Unit B – Seniors/Noncredit
- The administration represented by the Superintendent/President and the Management Team

In addition to its key role in district policy development, the College Council closely monitors the college committee system. Since the four constituent groups have membership in the College Council, several times a year the council requires each committee to review its respective purpose, membership, and meeting dates and times and also report goals and accomplishments. During the 2007-08 academic year, the College Council reviewed all Standing and President's Advisory Committees, including each committee's charge and membership structure. The Board of Trustees approved changes to the committee descriptions (IVA.41) on May 13, 2008, but title and organizational changes continue today. College Council prepared a Committee

System's Best Practices document that is distributed each fall to all committee appointees (IVA.42). The intent of this document is to further clarify any questions regarding expectations for committee members and provide consistent guidance. Committee and council minutes are published on the district Planning Web site so that all constituent groups can more closely follow the activities of district governance. The Web site also contains a calendar of committee meeting times to facilitate participation (IVA.17).

The Board Policy Manual (IVB.9) contains the principal language that outlines appropriate areas of governance and constituent participation. Step-by-step guidelines for policy development or review are recorded in Policy and Procedure 2.1 and 2.1P, Guidelines for Drafting New or Revised Policy and Procedures. Specific references to mandated features of AB1725 exist in policies and procedures throughout Chapters 2 (District Governance), 3 (Academic Program), and 4 (Human Resources) of the Board Policy Manual (IVB.9). Finally, the Board Policy Manual also redirects readers to collective bargaining contracts when a topic is covered only in employee contracts.

In day-to-day governance matters, the following groups interact as follows:

- **Faculty.** Through shared membership in major district councils (College Council, IPC, and EPCC) faculty leaders regularly review and assign appropriate topics and/or decisions to the Academic Senate or the faculty unions. Working conditions are referred to the unions; academic matters to the Academic Senate. The specific roles of the Academic Senate and the bargaining unit representatives (AFA and CFT) are outlined in the Policy Manual and the collectively bargained contracts. Both the Academic Senate and the AFA maintain extensive Web sites (IVA.13, IVA.11). A report by the President of the Academic Senate is included on the agenda of all regularly scheduled Board of Trustees meetings.
- **Classified Staff.** At SRJC, the classified staff collective bargaining unit (SEIU) makes individual appointments to district committees. In addition, the Classified Senate participates in the participatory governance system in all of the other areas not covered by the contract with SEIU. The Classified Senate maintains a Web page on the district's Web site to publicize events, display minutes of meetings, and provide information about events and activities (IVA.43). Classified staff are invited to participate in a number of events and activities throughout the year. The Classified Senate President addresses the all-district general session at the fall Professional Development Activities (PDA) Day. This session includes comments by the Superintendent/President and the President of the Academic Senate. Results of the 2007 Accreditation SRJC Faculty/Staff Survey (IVA.8) revealed that 40 percent (or 55% of those who expressed an opinion) agree that classified staff members have a substantive and clearly defined role in institutional governance. A report by the President of the Classified Senate is listed on the agenda of all regularly scheduled Board of Trustees meetings.
- **Students.** The Education Code and Title 5 regulations outline the rights of students in the college's governance process, and these rights are reiterated in Board Policy and Procedure 2.5 and 2.5P (IVA.1, IVA.2). Students are offered positions on most committees, and all councils and appointments are made through the Associated Students within the Student Senate structure. A report by the President of the Associated Students is placed on the agenda of all regularly scheduled Board of Trustees meetings and students elect one student to sit as a member on the Board of Trustees each year.
- **Board of Trustees and Administration.** Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in Section 0.0, Bylaws of the Board of Trustees (IVB.4), Policy and Procedure 2.2 and 2.2P (IVA.18, IVA.19), as well as Policy and Procedure 2.5 and 2.5P (IVA.1, IVA.2).

ASSESSMENT

The Sonoma County Junior College District meets the requirements of Standard IVA.2.a. The organizational structure for institutional governance of the district establishes and encourages broad participation between faculty, students, staff, and administrators. Opportunities for participation by classified staff and students in a wide area of governance issues are in place, but actual involvement could be greater. This is supported by the results of the 2007 SRJC Accreditation Faculty/Staff Survey. While the overwhelming majority of respondents are aware of their opportunity to participate in committees, only about half believe they have the opportunity to participate in key institutional decisions. This suggests they believe that key institutional decisions occur in places other than in committees, or that respondent's work or study schedules do not allow them to actively participate.

IVA.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

Constituent groups, councils, and various Standing/Advisory Committees with significant leadership responsibility for recommendations about student learning programs and services include the following:

Academic Senate

The minutes of meetings (IVA.23) on the Academic Senate Web site (IVA.13) reflect the ongoing process of developing policies and procedures that support and describe the responsibilities and authority of faculty and student learning programs and services. Also present on the Web site are the Academic Senate Constitution (IVA.36) and the Academic Senate Bylaws (IVA.35), which list the 10+1 professional matters that fall under the purview of Senate review. The Senate is comprised of 26 faculty members, both regular and adjunct faculty; each senator is elected either for a specific constituency or at large. Together, these senators represent all but the seniors/noncredit faculty (IVA.35). Votes cast by adjunct senators are equally weighted with the votes cast by regular faculty senators.

Curriculum Review Committee (CRC)

The Curriculum Review Committee (CRC) is a college Standing Committee as well as a Senate Consultation Committee where faculty provide representation and advice on all curriculum matters. As collegial consultation between faculty and administrators/Board of Trustees is vital to the faculty-driven curriculum development process, one administrator and one faculty member cochair the CRC. Additional members include 14 faculty from various disciplines, two students, two Academic Affairs or Student Services deans, and the district's Transfer Center Director (IVA.3). Cluster Tech Review Teams have been formed in recent years to assist with the large body of work assigned to the CRC. The Cluster Tech Review Teams are formed around individual academic deans and the departments or programs they serve. Teams provide an initial review of all curriculum proposals reflecting matters such as course numbering, description, hours/units, and prerequisites. Successful review at this early team stage moves a well-discussed and edited proposal to the CRC or other appropriate CRC subcommittees for approval. One administrator and one faculty member cochair the subordinate Cluster Tech Review committees, with the balance of members drawn from discipline faculty.

The Curriculum Review Committee and its subcommittees reflect a high degree of collegiality and the district's commitment to participatory governance (IVA.3). The primary reference document used for development and revision of curriculum is the *Curriculum Writer's Handbook*, revised in November 2007 (IVA.37). Another invaluable resource is the CRC Web site (IVA.14). The *Curriculum Writer's Handbook* on the CRC Web site documents the roles and responsibilities of college faculty and administrators in the curriculum process. The California Community Colleges Software Consortium (CCCCSC) Curriculum Application User Documentation (IVA.38) is a training document for those bringing curriculum proposals forward using the new curriculum data entry system. This information is currently available to all, including CRC agendas and list of actions on the CRC Web site (IVA.39).

Educational Planning and Coordinating Council (EPCC)

The EPCC is a large, multiconstituent council responsible for working with the Academic Senate and all other constituent groups as appropriate in the ongoing development of curriculum and student equity policies and procedures, the coordination of college planning, and assisting with or reviewing administrative component goals. In addition to reviewing and assisting with educational planning throughout all offices and constituents of the district, the EPCC also serves as a clearinghouse for educational matters not resolved in general committee or governance work (IVA.3, IVA.30).

The EPCC includes five faculty members (from Academic Affairs and Student Services), five administrators (also from Academic Affairs and Student Services), and two students. Members are chosen by position. They include the Vice President of Academic Affairs, the Academic Senate President (or designee), and the Director of Academic Records and International Admissions (IVA.3).

Project LEARN

Project LEARN is the college's long-standing, multiconstituent initiative that develops student learning outcomes at every institutional level. (See "Project LEARN—Institutionalizing Student Learning Outcomes Assessment Program at SRJC" in the "Themes" section of this self study.) The Project LEARN Web site (IVA.15) includes the *Course and Program Student Learning Outcomes Assessment Handbook* that supports faculty in the development of student learning outcomes for courses, certificates, and programs. Hard copies are distributed to all department chairs. The Project LEARN Web site also includes additional support resources, such as a PowerPoint presentation explaining how to create student learning outcomes for courses using the new curriculum database. Each resource supports the practical work of faculty and administrators in the creation of new and revised curriculum and programs.

In spring 2007, the original task force called Project LEARN was given permanent Standing and Senate Consultation Committee status by the College Council and the Board of Trustees. The now formalized Project LEARN Steering Committee has an expanded function that includes:

- Providing a guiding vision and direction for institutionalizing student learning outcomes assessment
- Developing and recommending an annual strategic plan for the Project LEARN initiative
- Developing and coordinating a communication strategy for Project LEARN
- In consultation with Staff Development, proposing and coordinating an annual schedule of training activities, including chair trainings, PDA presentations, and flex activities
- Proposing an annual resource request to support student learning outcomes activities
- Coordinating the work of the Project LEARN task committees: c-LEARN (course level) pro-LEARN (program level), and i-LEARN (institutional level)
- Generating cross-component dialogue between Academic Affairs and Student Services (IVA.3)

Formal documents guiding the official responsibilities and authority of the above groups in regard to student learning programs and services have been developed, reviewed, and/or revised over time and the principle documents are summarized below:

- Program and Resource Planning Process (PRPP) (IVA.20)
- Academic Senate Bylaws (IVA.35)
- Academic Senate Constitution (IVA.36)
- *Curriculum Writer's Handbook* (IVA.37)
- *Project LEARN Course and Program Student Learning Outcomes Assessment Handbook* (IVA.15)
- *Santa Rosa Junior College Board Policy Manual* (IVB.9)

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVA.2.b. Since its inception, Project LEARN has expanded on multiple fronts, and the faculty and academic administrators work together collaboratively, individually, and collectively to maintain and improve the college's student learning programs and services.

IVA.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**DESCRIPTIVE SUMMARY**

The governance structures of the college have been described in detail in Standard IVA.2. The written policies on governance at Santa Rosa Junior College specify the appropriate roles for classified staff and students and the unique academic roles of faculty in areas of students' educational programs and services planning (IVA.1, IVA.2). The central and most comprehensive example of how participatory governance functions can be found in the College Council process (IVA.21). This body serves as the clearinghouse for all committee activities and all aspects of the policymaking process. Faculty, classified staff, management, and students are all represented at College Council and have full voting rights (IVA.2). All proposed or revised Board-adopted policies, as well as Board-reviewed administrative procedures, must pass through College Council before being recommended and forwarded to the Board of Trustees for approval. College Council also reviews the Academic Calendar, College Initiatives, and the charges of all districtwide governance committees. When necessary, and when matters of broad interest or concern arise, College Council can also sponsor a districtwide open forum event. Examples in the past have included open forums on grading, student retention, and establishment of a smoke-free college. These special forum events provide a broad and spontaneous exchange of information and opinion prior to more formal policy development.

Staff and students who participate in districtwide committees as well as management and classified hiring committees have all of the same rights and voting privileges. Over recent years, the committee participation of staff and students has been the strongest in the Curriculum Review Committee (IVA.39), College Council (IVA.21), and the Institutional Planning Council (IVA.30). Faculty and administrative participation has been strong throughout the committee system.

One of the best case studies of the way in which the governance structure facilitates the involvement of all college constituencies is the development of the District Smoke-Free Campus Environment Policy adopted April 12, 2005 (IVA.22). This policy was proposed by management in response to numerous complaints from students with severe and chronic bronchial conditions. The District Smoke-Free Campus Environment Policy was debated over a period of a year and a half in the Student Senate, Academic Senate, Classified Senate, SEIU, and the All Faculty Association Executive Council. Suggestions for changes to the draft policy were incorporated into numerous redrafts, and although not all groups were pleased with the final version, all groups had input and voted to approve the final draft (IVA.30). The District Smoke-Free Campus Environment Policy appears to be widely accepted and observed.

Regarding the effectiveness of communication at SRJC, students, faculty, and staff have many opportunities for involvement in the discussion of ideas affecting the college. For students there are two important publications to read—*Bear Facts* (IVA.25), which is published twice monthly, and *The Oakleaf*, SRJC's award-winning student newspaper that is published weekly. The Associated Students maintain a Web site (IVA.26), and students are welcome to attend Student Senate meetings or contact the Associated Students.

The rest of the constituent groups and individuals in the district make extensive use of e-mail, not only for day-to-day communications, but also for more substantive messages. E-mails include periodic informational updates from the Superintendent/President, messages from the Academic Senate and AFA presidents, messages from the component administrators and from department chairs soliciting input on key decisions, and messages from key committees also soliciting input. The Academic Senate posts its minutes on its Web site (IVA.23) as does the All Faculty Association (IVA.24). The AFA publishes hard copies of both the AFA Update and Dialogue (IVA.27) informing faculty about working conditions and issues as well as information about the state and district budgets. The classified bargaining agent, SEIU, publishes a periodic newsletter, *The Power Source* (IVA.28), devoted to working conditions issues, salary, and benefits. With the recent introduction of "Committee Best Practices" by the College Council, it is expected that all Standing Committees and Councils will consistently post their minutes on the college Planning Web site.

Two of the Professional Development Activity Days are devoted to an institutional focus. For example, spring 2006 was devoted to Student Learning Outcomes and fall of 2007 was devoted to accreditation.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVA.3.

Among faculty/staff respondents to the prompt "I am aware of my opportunity to participate in committees at the college," a majority (91%) felt that they were aware of their opportunities to participate in governance through committee work (IVA.8).

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
53%	38%	6%	1%	2%

Among the responses of those who felt that the governance roles were equally shared as "substantive and clearly defined," there was also a preponderance of positive responses. Across all constituent respondents, 59 percent were positive, 18 percent disagreed, and 33 percent had no opinion. The breakdown for each group was as follows (IVA.8):

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Faculty	15%	40%	15%	5%	25%
Administrators	26%	46%	6%	2%	19%
Staff	44%	32%	26%	6%	28%
Students	9%	21%	8%	3%	59%
Overall total	94	139	55	16	131
% of total	24%	35%	14%	4%	33%

Finally, in a test of how well integration within the governance system is perceived via the prompt "SRJC has clearly defined processes and practices allowing for all constituencies to work together." The responses show there is a more positive perception of this integration (48%) than a negative one (31%) (IVA.8).

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
10%	38%	24%	7%	21%

These figures could be shaped in part by the fact that adjunct faculty or classified staff are not required to do college service through participation in governance, while faculty and administrators are. The adjunct and classified staff survey participants were not singled out in the survey report, hence their perceptions might be distinct but also remain an unknown influence. Individual group responses merit greater and separate evaluation in the future. More could be done to encourage students and staff to enter the governance process as their schedules permit.

It was also felt by this group that those who participate regularly in the process know that constituent groups do have clearly defined roles and do work together extremely well to develop institutional initiatives and sort through challenges.

IVA.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has complied with the Accrediting Commission standards, policies, and guidelines. College personnel have attended Accrediting Commission trainings. The 2002 self study and the Midterm Report are an integral part of the college Web site (IVA.33, IV A.34). This self study is available online and in print copy.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVA.4. The district moved quickly to address the Commission's recommendations in 2002, and has responded in a timely manner to the Commission's reporting requirements.

IVA.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Evaluation of the college's governance and decision-making structures and processes is both formative and summative. Participatory governance is evaluated on an ongoing basis by individual constituent members and college leadership. When a concern is identified or a committee assumes a new role, membership and/or processes are changed as needed. An example is the recent change in membership of the Institutional Planning Council to accommodate its new role in assessing the integrity of the Program and Resource Planning Process (PRPP). An example of a more formal evaluation of governance and decision-making structures is the recent College Council review of all Standing and President's Advisory Committees, including each committee's charge and membership structure. The changes to these committees were approved by the Board of Trustees at their meeting on May 13, 2008 (IVA.41).

Evaluations of decision-making processes are communicated to the college community via committee minutes available on the SRJC Web site and to constituent groups by committee members representing those groups. Results are routinely used to improve upon the existing structures and processes as evidenced by the examples above.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVA.5. The college has a well-developed and effective system of checks and balances to evaluate the integrity and effectiveness of its governance and decision-making structures and processes.

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multicollege districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The Board of Trustees of the Sonoma County Junior College District reviews and maintains a Board Policy Manual with over four hundred individual policies and administrative procedures arranged in nine sections or chapters. Included in this collection is a clear and broad-based set of Bylaws (Section 0) that direct Board conduct and the evaluation of the chief administrator (IVB.4). The Board reviews and/or adopts new or updated policies and procedures at many, if not most, of their regularly scheduled meetings.

Board Policy and Bylaws state clearly that “The Board of Trustees shall hold an annual self-evaluation in conjunction with the evaluation of the Superintendent/President as part of the summer Retreat...” (IVB.5, IVB.6). At the Board’s annual retreat, members set both personal goals for serving the district as well as goals for the district as a whole. It is at this retreat that the Board advances the evaluation of the Superintendent/President. The evaluation process includes soliciting and reviewing written comments from the leadership of the Academic Senate, AFA, Classified Senate, SEIU, and the Management Team. The leadership may also request private meetings with a subcommittee of the Board. This review material is treated in a confidential manner. The Board uses this solicited material, along with the Superintendent/President’s own self-evaluation, to discuss and prepare an evaluation that is finalized at a regularly scheduled Board meeting.

Board Policy 0.25 (IVB.7) articulates a conflict of interest code that applies to all employees and the Board of Trustees. Board members “are expected to be vigilant in the area of conflicts of interest (real and perceived),” and are not allowed to serve simultaneously on publicly elected boards. Board minutes document that Board members abstain from a vote when they believe that a conflict exists or appears to exist.

The SRJC Board Policy Manual, now published and updated on SRJC’s Web site, sustains a clear and accessible record of both current policies as well as the administrative procedures for applying them. Policies range from the majority that reflect mandated statutes to local examples of policy, such as Policy 6.5.4, Native Oak and Landmark Tree Protection (IVB.8). With each new or revised draft of policy material, the Board requests appropriate constituent review, but then reaches its own independent decisions.

To accommodate public interest and queries, the Board allows public concerns to be brought to it through personal contact, correspondence, e-mail, and telephone contact. There are also public comments allowed at the beginning of each monthly Board meeting in the public comments section or when the item comes up on the agenda. The members of the Board and administration are also very active in civic organizations and activities, thereby made aware of the community concerns regarding district business.

According to Board Policy 0.3, once a decision has been reached by the Board, “...all Board members, even those who may have voted against it will support that decision until amended or rescinded by Board action.”

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.a. The Board acts in the best interest of the college, serves the district well on both a local and statewide level, and avoids conflicts of interest. Board Policies and Procedures are clearly defined and adhered to regarding both the district and the Superintendent/President. According to the President’s Office, there have been no reported cases of conflict of interest.

IVB.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

The district’s Mission Statement is published in the SRJC Board Policy Manual along with all other Board-adopted policies and procedures (IVB.10). While updating the Mission Statement typically involves a greater length of study and review than other policies and procedures, the process for reviewing all contents of the Board policy manual are the same. Constituent groups are given an opportunity to discuss any changes prior to the final approval of the Board. All formal adoption of changes resides with the Board. Thus, Policy 1.1, Mission Statement, as published in the Board Policy Manual is the officially adopted Mission Statement of the district. To highlight the important integrating role this statement has for other policy work, it is the sole item listed in Section 1.0 (IVB.10) of the formally adopted manual.

Continuing Board support for the quality, integrity, and improvement of student learning programs, services, and resources is seen in both formal policy work at scheduled Board meetings as well as Trustees’ informal or personal participation at district events and activities.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.b. Through Policy 2.1, Procedures for Developing Board Policies and Administrative Procedures (IVB.11) and other governance-related policies, student learning services, and programs are ensured integrated and coordinated support.

Through its policies and commitments, the Board continues to provide the district staff with the resources necessary to implement successful educational programs and services, a conclusion supported by the 2007 Accreditation Faculty/Staff Survey (IVA.8). Of those who had an opinion, over 75 percent agreed with the statement that "Governing policies support the quality, integrity, and effectiveness of student learning programs and services."

Despite the large size of the district and its multiple instructional sites, the Board of Trustees is well-known to many faculty and staff because of its active interest in college projects and the Trustees' willingness to attend instruction-related ceremonies, events, celebrations, and milestones. This less formal aspect of their leadership demonstrates active interest in the success of the district.

IVB.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTIVE SUMMARY

The Board of Trustees ensures that SRJC's educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional Mission Statement and policies. All new courses and significant changes to programs, credentials, or degree requirements are brought to the Board for review and/or approval. Student success in occupational programs as well as transfer programs is documented regularly and brought to the Board for discussion and review. In addition, formal informational reports on special events, achievements, and programs are presented to the Board at monthly meetings.

The Board Finance Committee, which includes three Trustees, meets as necessary to help review, evaluate, and shape the financial data and recommendations provided by administrators prior to final Board review and approval. Included in the Board's purview are recommendations for collective bargaining. Trustees serve on other committees that include the Board Facilities Committee and the SRJC Foundation Board; they then provide reports at each Board meeting. The Board is presented with periodic budget updates, and annually approves the new fiscal year budget (IVB.3). The 2008-09 budget was approved in early fall 2007 (IVB.1). Additionally, the independent auditor's report is presented to the Board for approval annually (IVB.2).

In addition, all curriculum changes, program development, and audited activities are provided to the Board for review, study, comment, and/or action.

Finally, any anticipated or existing litigation is considered and acted upon during closed session of each monthly Board meeting. Any reportable actions taken during the closed sessions are announced during the open session of each monthly Board meeting.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.c. The elected Board of Trustees shares a positive collegial relationship with faculty, staff, and students, and their decisions continue to reflect sincere interest in and fiduciary responsibility for quality educational programs and services, financial integrity and solvency, and legal matters.

IVB.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**DESCRIPTIVE SUMMARY**

The performance of the Board of Trustees, including its size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures is enumerated in the 39 distinct policies of the initial section of the institution's Board Policy Manual (IVB.4). This entire section was reviewed, revised, and readopted in fall 2008.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.d.

IVB.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**DESCRIPTIVE SUMMARY**

The Board of Trustees is the legal entity responsible for establishing all district policy and procedures, and it maintains a strong tradition of participatory governance in matters of policy development. The governing Board regularly evaluates its policies and practices and revises them as necessary.

The Board requires that policies and procedures brought to it for final review or adoption, as well as periodic evaluation, undergo College Council review with input from faculty, students, classified staff, and administrators prior to final review or adoption by the Board. The Board sees all new policy material for a first and second reading during regular public meetings. Board Policy Manual Section 0.16 (IVB.13) states, "The formal adoption of policies shall be by majority vote of all members of the Board and the action shall be recorded in the minutes by the Board. Only those written statements so adopted and so recorded shall be regarded as official policy."

In the Procedure 2.1P, Guidelines for Drafting New or Revised Policy and Procedures (IVB.12), a list of the administrative offices and governance groups that have an ongoing responsibility to review and maintain currency in their policy/procedures is provided.

The SRJC Board Policy Manual currently includes over 400 separate items arranged in nine sections or chapters (IV.B9):

- Section 0: Bylaws of the Board of Trustees
- Section 1: Philosophy, Mission, and Goals
- Section 2: District Governance
- Section 3: Academic Program
- Section 4: Human Resources
- Section 5: Finance
- Section 6: Facilities Planning
- Section 7: Community Relations
- Section 8: Student Services

As stated in Policy 0.1 of the District Policy Manual, "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details" (IVB.14).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.e. The Board holds the Superintendent/President and his staff responsible for effective administration and supervision of the district's programs. Appropriately, the Board allows the administration, faculty, and staff to autonomously apply Board policy to district educational programs and services. This maintains a distinct separation between oversight of the public trust and the educational professionals in their work environment.

As required by AB1725 and Title 5 (Sections 53200-53204, 51023.5, 51023.7) participatory governance is central to the Board's relationship with College Council and the governance committee system. The Board looks to the College Council as a resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the College Council is representative of all core constituents (faculty, administrators, classified staff, and students), the Academic Senate representatives have final recommending powers to the Board over the 10+1 topics covered in AB1725. The College Council generally operates efficiently and effectively, and although the transient nature of the student population sometimes makes their attendance less consistent, the College Council is very inclusive and representative.

As needed or periodically, all nine sections of the Santa Rosa Junior College Board Policy Manual are reviewed by the College Council for currency with education codes and college practices. The anticipated completion date for the most recent periodic master review is at the end of spring 2009. However, given the size and complexity of the district, there is rarely a time when there is not a policy or administrative procedure in some form of development or review. For this reason, College Council or policy/procedure work is seen as ongoing and regular district business.

A College Council review means that all constituent groups have had an opportunity to read and comments on drafts, the Board Policy Manual represents a broad record of Board and constituent group communication (IVA.1, IVA.2).

IVB.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

Policy 0.30 (IVB.15) states that the Superintendent/President shall develop and conduct an orientation for each new Trustee, including the Student Trustee, within two months of election to the Board. All Trustees participate in an annual retreat at the start of each calendar year, an occasion that begins the mentoring process for new Board members. New trustees attend the earliest possible session of the annual statewide Community College League of California (CCLC) orientation. Every Board member is expected to attend the CCLC new board orientation with the participation of the Superintendent/President. In addition, the Board shares membership in several statewide organizations, including CCLC, the Accrediting Commission for Community and Junior Colleges (ACCJC), the American Association of Community Colleges (AACC), the Council for Higher Education Accreditation (CHEA), the League for Innovation in the Community College, and the California Community Colleges Trustees (CCCT) organization.

The Sonoma County Junior College District Board of Trustees is a publicly elected body consisting of seven members; a Student Trustee is also elected annually by the student body. To provide appropriate representation of the public interest, Board Policy 0.4 (IVB.16) divides the composition of the seven publicly elected members into regions representing the various geographic areas of the district. Trustee terms are staggered by an election process that opens only a portion of the seven seats every two years; each term is for four years, except the Student Trustee, which is two years.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.f. The calendar and outline for the orientation and continuity of Board development is supported by the Superintendent/President and his administrative staff. With this support, the Board of Trustees has a consistent program for training and incorporating new members into protocol and practices of the current membership. Opportunities for statewide involvement and training are openly discussed and encouraged. Since the last accreditation report, the Board has participated in CCLC trainings and events.

Since the college was founded in 1918, the longevity of elected Trustees has been a source of pride and stability for the college. The Board also has a reputation of setting aside political and ideological differences to promote the overall health and prosperity of the institution.

The Board's historic commitment to the college mission, goals, and programs is demonstrated by the excellent attendance of its members, their average longevity in office, and their willingness to serve on numerous Board committees to increase their understanding of the issues with which they must deal.

IVB.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

The Board of Trustees holds an annual self-evaluation in conjunction with the evaluation of the Superintendent/President as part of the annual retreat. The purpose of the self-evaluation is to review the functions, strengths, and weaknesses of the Board, and to identify specific functions that are working well and those that need improvement.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.g. The Board has an adopted policy that includes a formal assessment instrument for self-evaluation (IVB.5). The Board utilizes the self-assessment instrument along with open and honest dialogue at the annual retreat to assess how it can be more productive and effective.

IVB.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

The Code of Ethics for the Board of Trustees is listed in Policy 0.22 (IVB.17) of the *SRJC Board Policy Manual*. This entire section was reviewed in fall 2008 and one update was added to capture the new and preferred statute language: "... no person shall be unlawfully denied access to the benefits of, or be unlawfully subjected to discrimination. No one shall be discriminated against, in whole or in part, on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or age, or on the basis of these perceived characteristics or associations."

Members of the Sonoma County Junior College District Board of Trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the district in both the educational and employment environments of the district. Also included in the Board's Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of trustee misconduct (IVB.17).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.h. In the adoption and review of Policy 0.22, Code of Ethics for Board of Trustees, the Board develops, reviews, and sustains its own Code of Ethics statement. These policy-level practices span obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility (IVB.17). In addition, the Board complies with the open meeting law, and the college community is invited to the meetings and has access to the minutes. There are no apparent or known incidents of conflict of interest, and Board members treat each other with respect following the ethical standards of parliamentary procedure.

IVB.1.i The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Board members are invited to participate in all parts of the self study process. In addition, one Trustee formally represents the Board on the Accreditation Steering Committee. Reports on the status of the process and the draft materials are regularly shared with the Board. The Accreditation Liaison Officer and the Self Study Chair report to the Board at regular meetings.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.i. The Board member on the Steering Committee has taken an active role in the development of the current self study. The Student Trustee has taken an active role on Standard IV, specifically cowriting the section, Board and Administrative Organization.

IVB.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

DESCRIPTIVE SUMMARY

The Board of Trustees selects and evaluates the chief executive officer (Superintendent/President) and confirms the appointment of other major academic and administrative officers as formalized by the Board in Policy 0.20 (IVB.18) of the Board Policy Manual.

The basic authority for the administration of the Sonoma County Junior College District is delegated by the Board of Trustees to the Superintendent/President as defined in Policy and Procedure 2.2.1 and 2.2.1P (IVB.19, IVB.20) of the Board Policy Manual. In addition to the responsibilities outlined in the Superintendent/President's job description, he/she reports to the Board of Trustees and performs other duties assigned or delegated by the Board of Trustees.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.1.j. The Board of Trustees annually evaluates the performance of the Superintendent/President of the district and invites input by the leadership of the major constituent groups of the college. The evaluation includes meetings with representatives of the constituent groups prior to the annual retreat, a review of the Superintendent/President's goals, and the setting of new goals and evaluation at the retreat. The outcomes of the evaluation become part of the Superintendent/President's permanent personnel file and the general outcome is shared with the college community as a section of the Board meeting immediately following this evaluation.

IVB.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The Superintendent/President is the Chief Executive and Administrative Officer of Santa Rosa Junior College. The scope of duties and responsibilities for the Superintendent/President can be found in Board Policy and Procedure 2.2.1 and 2.2.1P, District Superintendent/President (IVB.19, IVB.20) as well as Board Policy 5.2, Superintendent/President's Budget Activities (IVB.21).

In these policies and procedures, the Superintendent/President's duties are cast as both a broad and over-arching set of responsibilities, as well as a series of specific leadership activities in the district. Within this central leadership role, the Superintendent/President is assisted by a team of administrators, each with specific areas of responsibility.

Five Vice Presidents each coordinate a specific component area:

- Academic Affairs (faculty and instructional programs)
- Business Services (Fiscal Services, Bookstore, Purchasing and Graphics, and District Police)
- Student Services (Admissions, Records and Enrollment Development, Counseling Student Health Services, Student Affairs, Matriculation, Financial Aid, Extended Opportunity Program and Services (EOPS), CalWORKs and Disability Resources)
- Administrative Services (Institutional Research, Computing Services, Facilities Operations, and Environmental Health and Safety)
- The Petaluma Campus (all operations located on that campus)

In addition, the following Managers, Directors, and Officers report directly to the Superintendent/President regularly or on an as-needed basis: the Director of Human Resources, District Compliance Officer, Athletic Director, Executive Director of the Foundation, Manager of Public Relations, Foundation Manager of Finance and Operations, and the Foundation Manager of Constituent Relations.

The full range of administrative and management team positions are outlined in Board Policy and Procedure 2.2.2 and 2.2.2P (IVB.22, IVB.23). These areas of delegation currently range over 85 individual positions throughout the two campuses and numerous sites where the district offers instruction or services. The Superintendent/President directs the evaluation of individuals in administration and management on an annual basis as well as the overall management structure, as appropriate (IVA.19).

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.2.a. The Superintendent/President delegates authority appropriately within an administrative structure that reflects the size, complexity, and mission of the district.

According to the 2007 Accreditation Faculty/Staff Survey (IVA.8) and interviews conducted in preparation for evaluating this standard, 63 percent of respondents from all constituencies Agree or Strongly Agree that the Superintendent/President "...provides effective leadership for SRJC." (20% had No Opinion and only 12% Disagreed/4% Strongly Disagreed).

IVB.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

The Superintendent/President supports institutional improvement or evaluation and planning for the teaching and learning environment in multiple ways. His support of governance processes that invite all constituent groups to participate in institutional improvement can be seen as a key role. Goals, plans, and priorities are formulated and discussed within the governance system (IVA.1, IVA.2) and then provided ample time and support to develop prior to Board action. The Superintendent/President's office provides the organizational opportunity for the college to communicate goals and priorities to the Board of Trustees through periodic Board reports, frequent Board briefs, and monthly Board agenda items.

The Superintendent/President has established and leads eight President's Advisory Committees that also serve to ensure district stability. Multiple constituent group representatives are invited to participate in these Advisory Committees:

- Auxiliary Enterprise
- Board of Review
- Budget Advisory
- Classified Staffing (inactive)
- Faculty Staffing
- Health Services Advisory
- Institutional Technology Group
- Strategic Enrollment Planning

Through regularly scheduled and systematic conferences with the leadership of all constituent groups, component administrators, and the President's staff meetings, the Superintendent/President supports, critiques, and provides leadership for college efforts to improve its program review and master planning and to better integrate educational planning with resource planning and distribution. The Linkage Task Force (which led to the current Program and Resource Planning Process, or PRPP), the Multi-Site Task Force (to enhance planning and activity between campuses), and the Roseland Task Force (to explore needs and opportunities in this region of Santa Rosa) are all examples of unique groups activated by the Superintendent/President for special research and analysis of challenges the district must or should confront. These high level, special groups include representatives of all constituents and receive research support from the Office of Institutional Research. The President is also an ex-officio member of the Institutional Planning Council and attends council meetings. He supports a collegewide dialogue and review of the institutional goals and initiatives to develop and define student learning outcomes and methods of evaluating these outcomes. To better understand planning and evaluation needs or goals, the Superintendent/President also attends as many Academic Senate meetings as his calendar permits.

The Superintendent/President requires that institutional work be based in sound research and has supported the development of the Office of Institutional Research and its many reports. The building of collective values, goals, and priorities in a collegial environment are served by the fact that he promptly reads and returns e-mail and encourages various offices, departments, committees, or ad hoc groups to communicate with each other as a means to ensure integration of their efforts.

The Superintendent/President strongly supports and provides leadership for the examination and review of the governance and administrative organization of the college in order to streamline the participatory governance committees and reporting structures and to eliminate redundant or inoperative committees. The Superintendent/President requires that all matters concerning the development or review of policy or procedures undergo constituent review in the College Council process and that appropriate Education Code or Title 5 statute research is completed prior to new or revised policy material being placed on the Board Agenda.

The Superintendent/President has been instrumental in advocating for funding and building major construction projects at the college, including the Doyle Library, the multilevel parking structure at the Santa Rosa Campus, and Phases I, II, and R on the Petaluma Campus. One of the most important tasks facing the Superintendent/President and the college is to plan for improvements and expansion of college facilities, technology enhancement in the classroom, and faculty hiring. These areas of responsibility include the faculty through participatory governance (Academic Senate), the departments under the leadership of the department chairs, and the Academic Affairs and Student Services staff in conjunction with the deans under the leadership of the Vice Presidents. The Superintendent/President is responsible for ensuring there is appropriate and integrated input from all constituent groups as well as overseeing the planning process for facilities improvement and new construction.

The Superintendent/President reviews all annual or periodic reports on administrative structure, faculty composition, facilities, research data, and the organization of the major instructional sites. Other key reports or data regularly reviewed include work by the Educational Planning and Coordinating Council, the Academic Senate, component administrators, College Council, and the annual departmental Program and Resource Planning Process.

ASSESSMENT

Santa Rosa Junior College and its Superintendent/President meet the requirements of Standard IVB.2.b. The Superintendent/President meets his responsibility to guide and delegate institutional improvement and receives input from appropriate administrative, constituent, and governance leaders and groups. This is especially true in areas of planning, budget, instruction, and facilities. The processes structured by Board-adopted policy and practiced by the Superintendent/President invite all constituents to participate in the development of goals, priorities, and values for the district through the formal governance system (IVA.1, IVA.2).

IVB.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

As described in Policy and Procedure 2.2.1 and 2.2.1P (IVB.19, IVB.20), the Superintendent/President assures implementation of statutes, regulations, and governing board policies by reviewing items presented to the Board of Trustees for action and by directing administrative staff to follow rules and regulations. The Superintendent/President may utilize legal counsel or other specialists as needed to ensure compliance with statutes, regulations, and governing policies. He also meets and confers with the District Compliance Officer on a regular basis.

Policies and procedures undergo review and updating by the Board of Trustees, the Superintendent/President, and the constituent governance groups on a regular basis to ensure that they are consistent with the requirements of statutes as well as the district's mission and goals.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.2.c. The Superintendent/President reviews all Board of Trustee agenda material; no proposed or revised policy or procedure is added to the agenda without his check for constituent review, relevant research, and appropriate statute references.

IVB.2.d The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The Superintendent/President regularly reviews the budget with Business Services and performs a detailed analysis of revenues and expenditures for the college. He actively participates in the budget development process by meeting with the Budget Advisory Committee, through personal communication with district administrators and leadership, and by communicating regularly with the college community as a whole about statewide budget issues through districtwide e-mail.

During most of 2007-2008 the Superintendent/President also served as the college's Chief Financial Officer when the position of Vice President of Business Services was vacant.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.2.d. The Superintendent/President effectively communicates and disseminates budget material. The procedures used by the college and the Superintendent/President to develop and monitor the budget throughout the year have been effective in ensuring that the college consistently maintains a reserve above the state-mandated minimum. This occurs in spite of state budget cuts and increasing costs necessary to achieve desired enrollment levels. Overall, the financial performance of the college has been stable, thereby allowing specific planning initiatives to proceed as scheduled.

IVB.2.e The president works and communicates effectively with the communities served by the institution.**DESCRIPTIVE SUMMARY**

The Superintendent/President communicates effectively with local communities through his active involvement in both formal events and regular activities. The annual President's Address to the Community is a large, formal event where he presents a report to the community that highlights facts and activities of the college and informs community members about services available from Santa Rosa Junior College. The Superintendent/President regularly participates in numerous and varied local groups. He is involved in a number of board and community organizations, and has served on the North Bay Leadership Council, the Santa Rosa Chamber of Commerce, and the Sonoma County Economic Development Council, to name a few. He maintains positive relationships with administrators of local high schools and community centers, and appears at numerous speaking engagements. In addition, he represents the college at major community events and ceremonies that occur throughout the County of Sonoma. He provides timely information to local newspapers about college developments. He also responds to media coverage as appropriate.

ASSESSMENT

Santa Rosa Junior College meets the requirements of Standard IVB.2.e. The Superintendent/President has an excellent working relationship with the media and communicates effectively with the community.

Planning Agenda for Standard IV

1. By the end of the 2010-11 academic year, the college, through the Professional Development Committee, will develop an orientation component for new faculty/staff explaining the participatory governance structure on campus, informing current faculty/staff of this same structure, and designing strategies to encourage greater overall understanding or participation as evidenced by orientation agendas, staff communications, and a report of strategies in use.
2. By the 2010-11 academic year, the college, through the component administrators, will strengthen and refine participatory governance between the Petaluma and Santa Rosa campuses as evidenced by faculty and staff involvement and other related efforts to encourage collaboration between campuses.
3. By the 2010-11 academic year, the college, through the component administrators, will increase dialogue with the college community regarding the administrative reorganization process, construction of new or remodeled facilities, oversight and planning of such construction, and will advise faculty and staff of plans, project committees, timelines, and progress of all such efforts. Evidence of accomplishment will include meeting agendas and minutes, college forum videotapes, and other forms of staff communication.
4. By the 2010-11 academic year, the college, through the Institutional Planning Council, will better communicate information about the planning process to the college community via the Program and Resource Planning Process (PRPP), monitor the effectiveness of that communication, and make improvements as necessary. Evidence of accomplishment will include meeting agendas and minutes, and the results of periodic employee surveys.
5. By the 2010-11 academic year, the college will require all employees to use the district's Outlook e-mail system to broaden and insure intra-district communication, and modify contracts as necessary, as evidenced by the number of employees, both full time and part time, with active SRJC e-mail accounts.

Resource Documents

- IVA.1 SRJC Policy Manual, Policy 2.5, Governance and the Committee System
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
- IVA.2 SRJC Policy Manual, Procedure 2.5P, Governance and the Committee System
<http://www.santarosa.edu/polman/2govern/2.5P.pdf>
- IVA.3 Presidential and Standing Committee Structure, 2008-09
<http://www2.santarosa.edu/media/standcomm/Committee%20STRUCTURE.pdf>
- IVA.4 Interview with Dr. Dianne Smith, Policy Manual Coordinator and Anthropology Instructor, 2007-2008 (available in print)
- IVA.5 *SCJCD Fact Book*
<http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php>
- IVA.6 List of Standing Committees and President's Advisory Committees
<http://www2.santarosa.edu/media/standcomm/Committee%20STRUCTURE.pdf>
- IVA.7 Minutes from Classified Senate
http://www.santarosa.edu/faculty_staff/classified-senate/Minutesonline.shtml
- IVA.8 Final SRJC 2007 Accreditation Faculty/Staff Survey
http://www2.santarosa.edu/media/planning/Zoomerang%20%20FINAL--%20SRJC%202007%20Accreditation%20Faculty_Staff%20Survey_%20Results%20Ov.pdf
- IVA.9 Associated Students Constitution
http://www.santarosa.edu/for_students/as/pdf/constitution.pdf
- IVA.10 SRJC Policy Manual, Policies 2.1, 2.2, 2.5
<http://www.santarosa.edu/polman/2govern/index.html>
- IVA.11 All Faculty Association Web Page
<http://www.santarosa.edu/afa/>
- IVA.12 Classified Senate Bylaws
http://www.santarosa.edu/faculty_staff/classified-senate/classified_senate_bylaws.shtml
- IVA.13 Academic Senate Web Page
<http://www.santarosa.edu/senate>
- IVA.14 Curriculum Review Committee Web Page
www.santarosa.edu/curriculum
- IVA.15 Project LEARN (Learning Enhancement through Assessment and Reflection) Web Page
<http://www.santarosa.edu/projectlearn>
- IVA.16 SRJC Policy Manual, Policy 1.1, Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IVA.17 Presidential and Standing Committees Calendar, 2008-09
<http://www2.santarosa.edu/media/standcomm/ComMeetingCalendar08-09.pdf>
- IVA.18 SRJC Policy Manual, Policy 2.2, Management Team: General Responsibilities
<http://www.santarosa.edu/polman/2govern/2.2.pdf>
- IVA.19 SRJC Policy Manual, Procedure 2.2P, Management Guidelines and Procedures
<http://www.santarosa.edu/polman/2govern/Proc2.2p.pdf>
- IVA.20 Program and Resource Planning Process (PRPP)
<http://www2.santarosa.edu/pages/planning/convergence--web-based-tool-for-prpp.php>

- IVA.21 College Council Web Page
<http://www.santarosa.edu/committees/cc/>
- IVA.22 SRJC Policy Manual, Policy 6.8.6 and Procedure 6.8.6P, District Smoke Free Campus Environment
<http://www.santarosa.edu/polman/6facilit/POLICY-6.8.6.pdf>
<http://www.santarosa.edu/polman/6facilit/PROC-6.8.6.pdf>
- IVA.23 Minutes of the Academic Senate
<http://www.santarosa.edu/senate/>
- IVA.24 Minutes of the All Faculty Association Executive Council
<http://www.santarosa.edu/afa/>
- IVA.25 *Bear Facts*
http://www.santarosa.edu/for_students/as/today.pdf
- IVA.26 Associated Students Web Page
http://www.santarosa.edu/for_students/as/
- IVA.27 AFA Publications
<http://www.santarosa.edu/afa/publications.shtml>
- IVA.28 *The Power Source*
http://www.santarosa.edu/seiu/power_source.htm
- IVA.29 ACCJC Accreditation Final Evaluation Report, October 22-24, 2002
<http://www2.santarosa.edu/media/planning/ACCJC-accreditation-final-report.pdf>
- IVA.30 Minutes of Committee Meetings
<http://www.santarosa.edu/administration.html>
- IVA.31 Petaluma Faculty Forum Web Page
<http://www.santarosa.edu/senate/PFF/>
- IVA.32 SRJC Planning Web Page
<http://www2.santarosa.edu/pages/planning.php>
- IVA.33 ACCJC Accreditation Midterm Report, November 1, 2005
<https://www.santarosa.edu/accred/pdfs/accreditation-midterm-report.pdf>
- IVA.34 SRJC Institutional Self Study, August 1, 2002
<https://www.santarosa.edu/accred/docs/fullreport.pdf>
- IVA.35 Academic Senate Bylaws
http://www.santarosa.edu/senate/archive/misc_docs/FinalbylawsNov07.pdf
- IVA.36 Academic Senate Constitution
<http://www.santarosa.edu/senate/constitution.shtml>
- IVA.37 *The Curriculum Writer's Handbook*
http://online.santarosa.edu/homepage/bbrown/12_19_07_Final_Handbook.pdf
- IVA.38 California Community Colleges Software Consortium (CCCSC)
Curriculum Application User Documentation
<http://www.santarosa.edu/ccsc/introduction.pdf>
- IVA.39 Curriculum Review Committee Agenda and Minutes
<http://online.santarosa.edu/presentation/schedule/?794>
- IVA.40 *Executive/Administrative Assistants Handbook* (available in print)
- IVA.41 SRJC Board of Trustees Agenda, May 13, 2008
<http://www.santarosa.edu/committees/bot/Agenda%205-13-08.pdf>

- IVA.42 College Council Committee System "Best Practices"
<https://www.santarosa.edu/accred/docs/IV/CommitteeSystemBestPractices.doc>
- IVA.43 Classified Senate Web Page
http://www.santarosa.edu/faculty_staff/classified-senate
- IVB.1 Santa Rosa Junior College 2007/08 Budget as presented to the Board of Trustees on October 9, 2007
http://www.santarosa.edu/srjcdocs/pdf/08_Budget.pdf
- IVB.2 Financial Statements with Independent Auditor's Report, including Foundation Report (Year Ended June 30, 2007) as presented to the Board of Trustees, December, 2007 (available in print)
- IVB.3 Standard SRJC Board of Trustees Agendas
<http://www.santarosa.edu/committees/bot/>
- IVB.4 SRJC Policy Manual, Policy 0.0, Bylaws of the Board of Trustees
<http://www.santarosa.edu/polman/0bylaws/index.html>
- IVB.5 SRJC Policy Manual, Policy 0.31, Board Self-Evaluation
<http://www.santarosa.edu/polman/0bylaws/0.31.pdf>
- IVB.6 SRJC Policy Manual, Policy 0.20P, Period Review and Evaluation of the Superintendent/President
<http://www.santarosa.edu/polman/0bylaws/0.20P.pdf>
- IVB.7 SRJC Policy Manual, Policy 0.25, Conflict of Interest Code
<http://www.santarosa.edu/polman/0bylaws/0.25.pdf>
- IVB.8 SRJC Policy Manual, Policy 6.5.4, Native Oak and Landmark Tree Protection
<http://www.santarosa.edu/polman/6facilit/6.5.4.pdf>
- IVB.9 SRJC Policy Manual
<http://www.santarosa.edu/polman/>
- IVB.10 SRJC Policy Manual, Policy 1.1, Mission Statement
<http://www.santarosa.edu/polman/1mission/index.html>
- IVB.11 SRJC Policy Manual, Policy 2.1, Procedures for Developing Board Policy and Administrative Procedures
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
- IVB.12 SRJC Policy Manual, Procedure 2.1P, Guidelines for Drafting New or Revised Policy and Procedures
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- IVB.13 SRJC Policy Manual, Policy 0.16, Formulation, Adoption, Amendment of Policies and Bylaws
<http://www.santarosa.edu/polman/0bylaws/0.16.pdf>
- IVB.14 SRJC Policy Manual, Policy 0.1, Role of the Board and Members (Powers, Purposes, Duties)
<http://www.santarosa.edu/polman/0bylaws/0.1.pdf>
- IVB.15 SRJC Policy Manual, Policy 0.30, Orientation of New Board Members
<http://www.santarosa.edu/polman/0bylaws/0.30.pdf>
- IVB.16 SRJC Policy Manual, Policy 0.4, Numbers of Regular Members and Terms of Office
<http://www.santarosa.edu/polman/0bylaws/0.4.pdf>
- IVB.17 SRJC Policy Manual, Policy 0.22, Code of Ethics for Board of Trustees
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>
- IVB.18 SRJC Policy Manual, Policy 0.20, Periodic Review and Evaluation
<http://www.santarosa.edu/polman/0bylaws/0.20.pdf>
- IVB.19 SRJC Policy Manual, Policy 2.2.1, District Superintendent/President
<http://www.santarosa.edu/polman/2govern/2.2.1.pdf>

- IVB.20 SRJC Policy Manual, Procedure 2.2.1P, District Superintendent/President
<http://www.santarosa.edu/polman/2govern/2.2.1P.pdf>
- IVB.21 SRJC Policy Manual, Policy 5.2, Superintendent/President's Budget Activities
<http://www.santarosa.edu/polman/5finance/5.2.html>
- IVB.22 SRJC Policy Manual, Policy 2.2.2, Administrative, Classified Management and Confidential Positions
<http://www.santarosa.edu/polman/2govern/2.2.2.pdf>
- IVB.23 SRJC Policy Manual, Policy 2.2.2P, Administrative, Classified Management and Confidential Positions
<http://www.santarosa.edu/polman/2govern/2.2.2P.pdf>



Planning Agendas





Planning Agendas



Summary of Planning Agendas

Planning Agenda for Standard I

1. By the end of the academic year 2009-10, the college will separate the “commitment statements” from the approved Mission Statement as evidenced by a revised mission statement.
2. By the end of academic year 2009-10, the college will more explicitly demonstrate the mission’s centrality to institutional planning and decision making as evidenced by the Program and Resource Planning Process (PRPP) documents.
3. By the end of academic year 2009-10, the college will formally evaluate the Program and Resource Planning Process (PRPP) to ensure its effectiveness in improving student learning and institutional processes as evidenced by Institutional Planning Council (IPC) minutes and agendas. Results of the evaluation will be used to improve the PRPP process.
4. By the end of academic year 2010-11, the college will create and implement an assessment process that evaluates institutional effectiveness to foster continuous improvement as evidenced by documentation posted on the SRJC Planning Web page, such as an agreed-upon definition of institutional effectiveness and evidence that it is being assessed.
5. By the end of academic year 2010-11, the college will clarify the respective roles (responsibility and authority) of academic departments, student services, and administrative/business services between and among multiple sites in order to improve institutional effectiveness as evidenced by the Multi-site Task Force Report.

Planning Agenda for Standard IIA

1. The college will institutionalize student learning outcomes assessment by completing the following tasks:
 - By fall 2012, provide measurable student learning outcomes for all courses, as evidenced in the course outlines of record and faculty syllabi.
 - By fall 2009, provide measurable student learning outcomes for all programs, as evidenced in the *College Catalog* and Web descriptions of certificates, majors, and programs.
 - By the end of spring 2009, establish an ongoing cycle of assessment, as evidenced in program review documents.
2. By spring 2011, the college will improve the consistency, currency, and usefulness of the college’s public information efforts by:
 - Ensuring that all Web pages are updated regularly and are consistent with college standards.
 - Improving the Web search engine.
 - Posting on the Web a sequencing plan for all 18 unit or more certificates and majors.
 - Publishing more documents in Spanish.
3. By spring 2010, the college will develop an institutional policy setting forth the consequences of plagiarism and other forms of academic dishonesty, as evidenced by the SRJC Policy Manual.
4. By fall 2009, the college will evaluate the staff and resources necessary to provide data that allows for the tracking of cohort groups, analysis of student equity, and tracking of noncredit students, as evidenced by a report to the Vice President of Academic Affairs.

Planning Agenda for Standard IIB

1. By June 2009 the college will examine the scope and delivery of student support services provided to the Petaluma Campus and all off-campus locations, as evidenced by a report to the Multi-site Task Force. The institution will use the recommendations of the assessment as a basis for improvement.
2. By June 2009, the Counseling Department will assess the districtwide scope and delivery of counseling services that best meet changing student needs and the college's institutional priorities as evidenced by the PRPP.
3. By December 2009, Student Services will include specific student subgroups in assessment surveys, specifically online and different college locations, as evidenced by the results of the surveys.
4. By the fall of 2009, Student Services will have begun its annual assessment of the effectiveness of its programs and services by fully implementing the district's Program and Resource Planning Process (PRPP) in conjunction with state mandated plans and evaluation measures. Student Services will make sure that budget requests and program priorities are accurately represented in their PRPP.

Planning Agenda for Standard IIC

1. By the end of academic year 2008-09, in coordination with the college's Program and Resource Planning Process (PRPP), the college will develop a clearly articulated process for making classified staffing decisions for Academic Computing, the Mahoney Library, and Tutorial Services at the Petaluma Campus.
2. By the end of academic year 2008-09, the college will have reviewed the Library Survey results and plan to implement increased hours of access to the libraries and other learning resources as budget allows.
3. By the end of academic year 2009-10, the College Skills Department will review the adequacy of tutorial services in regards to the expanded facilities at the Petaluma Campus, as evidenced by the PRPP.

Planning Agenda for Standard IIIA

1. By the end of academic year 2009-10, in coordination with the college's Program and Resource Planning Process (PRPP), the college will develop an established, clearly articulated, and collaborative process for making classified and management staffing recommendations within the fiscal resources of the district.
2. By the management evaluation cycle for 2009-10, the college will further define the highest possible rating for management evaluations in order to differentiate between those managers who "exceed expectations" and those who are only "meeting expectations."
3. By the end of academic year 2009-10, the college will expand its staff development program to address diversity issues related to students, staff, and faculty, as evidenced by the staff development training opportunities.

Planning Agenda for Standard IIIB

1. Beginning in academic year 2009-10, Administrative Services will provide annually updated lists of program-based plans and the status of projects related to new construction, building remodels, and installation of new or replacement equipment and fixtures, as evidenced by posting on the SRJC Planning Web page and Institutional Planning Council agendas and minutes.
2. Beginning in academic year 2009-10, as the Santa Rosa and Petaluma campuses and off-campus operations are developed and expanded, sources of funding and staffing levels will be identified to ensure proper levels of preventative maintenance, equipment, and supplies are in place to support the instructional programs or staff operations as evidenced by the annual Program Resource and Planning Process (PRPP).
3. By the end of academic year 2009-10, Santa Rosa Junior College will evaluate how it schedules classes, alternative formats for scheduling classes, and Friday and weekend classes with an eye to using facilities in the most efficient manner possible to meet student and community needs, as evidenced by Strategic Enrollment and Planning (StEP) Committee goals, agendas, and final reports.

4. Beginning in academic year 2009-10, the College will annually assess its progress toward energy efficiency and the utilization of green building practices as evidenced by a report posted on the SRJC Planning Web page.
5. By the end of academic year 2009-10, the Strategic Capital Projects Plan, along with subsequent Five-Year Capital Outlay Program Plans, master planning studies, and approved master plans will be updated and revised in light of the changed economic conditions in the state of California, as evidenced by posting on the SRJC Planning Web page.

Planning Agenda for Standard IIIC

1. By the end of academic year 2009-10, the college will develop a systematic method to match the acquisition and implementation of technology with the required staffing to support these increases. This method may include the following elements:
 - A total cost of ownership (TCO) methodology that ties increases/decreases in use and acquisition of technology to the required increase/decrease in technology support staff.
 - Identification of specific technology positions that need to be increased or decreased.
 - Integration of this methodology with the SRJC Program and Resource Planning Process (PRPP).

Planning Agenda for Standard IIID

1. By December 2009, the district, through the Institutional Planning Council (IPC) and in conjunction with the component administrators, will evaluate whether the results of the Program and Resource Planning Process were merged into the budget development process to effectively close the link between planning and budget. This will be accomplished through feedback from constituent groups in the IPC, the Budget Advisory Committee (BAC), and the Business Services Office as well as by a formal survey process.

Planning Agenda for Standard IV

1. By the end of the 2010-11 academic year, the college, through the Professional Development Committee, will develop an orientation component for new faculty/staff explaining the participatory governance structure on campus, informing current faculty/staff of this same structure, and designing strategies to encourage greater overall understanding or participation as evidenced by orientation agendas, staff communications, and a report of strategies in use.
2. By the 2010-11 academic year, the college, through the component administrators, will strengthen and refine participatory governance between the Petaluma and Santa Rosa campuses as evidenced by faculty and staff involvement and other related efforts to encourage collaboration between campuses.
3. By the 2010-11 academic year, the college, through the component administrators, will increase dialogue with the college community regarding the administrative reorganization process, construction of new or remodeled facilities, oversight and planning of such construction, and will advise faculty and staff of plans, project committees, timelines, and progress of all such efforts. Evidence of accomplishment will include meeting agendas and minutes, college forum videotapes, and other forms of staff communication.
4. By the 2010-11 academic year, the college, through the Institutional Planning Council, will better communicate information about the planning process to the college community via the Program and Resource Planning Process (PRPP), monitor the effectiveness of that communication, and make improvements as necessary. Evidence of accomplishment will include meeting agendas and minutes, and the results of periodic employee surveys.
5. By the 2010-11 academic year, the college will require all employees to use the district's Outlook e-mail system to broaden and insure intra-district communication, and modify contracts as necessary, as evidenced by the number of employees, both full time and part time, with active SRJC e-mail accounts.

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